

UMSL (Online)

Syllabus: Spring 2025, 3 semester hours ENT 3100 | Application of Entrepreneurship

About the Instructor



Contact information:

Instructor: [Keisha Mabry Haymore](#)

Email: lm8v2@umsl.edu

Class Structure: Online — Async

Email/Inbox Response Time: Within 48 hours

Virtual Office Hours: On request — please request via email

Welcome to Applications of Entrepreneurship — Let's Get Started!

I'm thrilled to have you in my class, and I can't wait to embark on this exciting journey with you.

First, let me introduce myself—I'm Professor Keisha Mabry Haymore. I wear many hats: wife, mom, daughter, sister, and friend. And my background is as varied as it gets. After getting my MBA in Entrepreneurship, I started my career as a middle school science teacher, then ventured into the world of business as an analyst. From there, I founded an education technology startup, led an entrepreneur accelerator, established a business incubator, and even became a certified Grow With Google marketing coach. Entrepreneurship isn't just something I teach—it's something I live and breathe every day.

If you're wondering what kind of professor I am, let me tell you—I'm as curious as they come! I'm all about new experiences, whether it's DJing, skydiving, taking flight lessons, or even race car driving. I love to explore and push boundaries, and I encourage you to do the same. In this class, we'll dive into the skills, perspectives, and theories that are essential for success in entrepreneurial ventures, no matter what field or industry you're passionate about.

I want this course to be fun and engaging. So, get ready to think creatively, challenge yourself, and maybe even step out of your comfort zone. Remember, the entrepreneurial spirit is all about curiosity, innovation, and resilience—and that's exactly what we'll be cultivating together.

Now, before we get started, I have one small request: Please read the syllabus in its entirety and watch my [Welcome Video](#). It's your roadmap to success in this course, and I've packed it with all the information you'll need to navigate the weeks ahead. Also, I love Canvas Announcements, it's a quick and easy way for me to get in touch. And of course, if you ever have questions or need support, don't hesitate to reach out. I'm here to help you every step of the way.

Let's make this semester one to remember!

Best regards,
Keisha



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About this Course

Course Description:

This course allows students to apply and analyze entrepreneurial principles essential to successfully launching and scaling new ventures in both startups and existing organizations. Topics include opportunity recognition, ideation, design thinking, business model development, market experimentation, bootstrapping, and more.

- Designed and taught by a practicing entrepreneur, this course introduces the skills, perspectives and theories that innovators in any field or industry need to increase the likelihood of success in entrepreneurial activities.
- With an emphasis on the application of systems and design thinking to entrepreneurship both within existing businesses and organizations, and in startups, the class provides an overview of the fields of innovation and entrepreneurship with real- world examples and hands- on practice.
- Specifically designed for students from all majors and degree levels. Prior experience in entrepreneurship – or even a desire to become an entrepreneur in the future – are not required or expected.

Goals of the Course:

Upon the completion of this course students will achieve basic competence in:

- *how to innovate*
- *how to apply design thinking to a venture idea*
- *how to uncover overlooked assets, both human & material*
- *how to use a Business Model Canvas*
- *how to design and implement a Minimum Viable Product*
- *how to conduct customer discovery*
- *how to analyze Porter's 5 Forces*
- *how to pitch a venture idea*
- *how to take the next steps toward a Business Plan*

Required texts and other course materials:

Materials used in this course are “affordable or open educational resources” (A/OER), which means they are available at low or no cost to students. These openly licensed quality resources selected by your instructor are used in order to save you money and provide access to all of the course content on day one of this course.

Time Requirements:

If this course were offered on campus, you'd be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that **requires 3 hours of your time each week** in addition to the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimum of **6 hours every week** (up to 9-10 hours a week) on activities related to this course. If you would like to explore how the online Canvas activities work, consult the [Online Course Overview course in Canvas](#) where you can practice posting to a discussion board, take a practice quiz and more.



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Technology Requirements:

As a student in an online course, you are expected to have reliable internet access almost daily. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, it is your responsibility to address these through the ITS Helpdesk (helpdesk@umsl.edu) or to use campus computing labs.

Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Google Chrome](#) or [Mozilla Firefox](#))
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. Reliable and stable internet connection.
6. [Adobe Reader or alternative PDF reader \(free\)](#)
7. A webcam and/or microphone could be useful.

How to Succeed in This Course

Instructional Strategies & Technology:

I truly believe in your success as a student and adapting my instruction to ensure your success. This course utilizes a range of different instructional and teaching modalities to help me accomplish this goal including mini-lectures, hands-on activities, journal articles, YouTube videos and other multimedia and guest lectures. Familiarity with Canvas, PowerPoint, Zoom, Google tools, web searches and video recording tools will support the instructional strategies for this course.

If you are new to or unfamiliar with Canvas, consult the Canvas Online Overview course site where you can learn about and practice with tools that will be used in this course. Follow this link to temporarily leave our course and learn more about Canvas: <https://umssystem.instructure.com/courses/83642>. You'll learn about technologies and learning strategies to help you be successful in this course. If you've already completed the orientation, you do not have to retake it but you can refer to it at any time.

Accessibility Statement:

I am committed to providing an inclusive and accessible learning experience for all students. If you need accommodations or have questions regarding accessibility, please contact me as soon as possible. I will work with you and [Disability Access Services](#) to provide reasonable accommodations to ensure your full participation and success in this course. Please note: while I strive to make this course as accessible as possible, unforeseen accessibility issues may arise. If you encounter any barriers to accessing course materials or completing assignments, please contact me immediately.



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Course Plan for the Unexpected

Please stay informed about university policies, instructions and resources as they relate to the campus closures <https://www.umsu.edu/safety/police/closures.html>. It is important to me that you stay on track toward your degree completion. Given that this course is fully online, closures shouldn't cause any disruption to this course or your learning but if it does, please contact me and we will make accommodations and adjustments as needed to keep you on track.

Assessment/Grading

Grade Composition:

Your grade will be determined on the following:

- Posts & Participation — 27%
- Reflection Papers & One-Pagers — 33%
- Assignments & Presentations — 40%

You need 1500 points to get an A in this class.

The breakdown can be found below:

Posts & Participation = 400 points

- Welcome post = 50 points
- Design thinking post #1 = 50 points
- Design thinking post #2 = 50 points
- Business idea post = 50 points
- Brand board post = 50 points
- Customer-focused marketing post = 100 points
- Porter's 5 Forces post = 50 points

Reflection Papers & One-Pagers = 500 points

- Beauty Reflection = 100 points
- Real Estate Reflection = 100 points
- Food Reflection = 100 points
- Tech Reflection = 100 points
- Creative Reflection = 100 points

Assignments & Presentations = 600 points

- Business Model Canvas = 200 points
- Pitch Outline = 200 points
- Final Pitch Deck & Video = 200 points



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Grading Scale: The grade value for each letter grade is as follows:

92.00 or above	A	90.00 to 91.99	A-	88.00 to 89.99	B+	82.00 to 87.99	B
80.00 to 81.99	B-	78.00 to 79.99	C+	72.00 to 77.99	C	70.00 to 71.99	C-
68.00 to 69.99	D+	62.00 to 67.99	D	60.00 to 61.99	D-	Below 60.00	F

Feedback and Grading Timeline:

All assignments are to be submitted via Canvas by 11:59pm CST on Sunday unless directed to do so otherwise, and are graded by Tuesday at 11:59pm CST. You can find grades in the Grades button on Canvas and can see my personal feedback in Canvas under each Assignment in the section labeled "Comments for this Attempt." At times, if needed, I will provide class-wide feedback on Canvas via Announcements.

Grading Criteria and Rubric: The grading rubric for all class assignments can be found below.

Criteria + Points	0% of Points	25% of Points	50% of Points	75% of Points	100% of Points
Understanding of Concepts	No understanding of core concepts	Limited understanding of core concepts	Basic understanding of core concepts	Solid understanding of core concepts	Deep understanding of core concepts
Application of Concepts and Knowledge	No attempt to apply knowledge	Limited application of knowledge	Some application of knowledge	Effective application of knowledge	Creative and effective application of knowledge
Critical Thinking and Application	No evidence of critical thinking or application	Minimal critical thinking and application	Some critical thinking and application	Strong critical thinking and application	Exceptional critical thinking and application
Communication and Peer Comments	No communication or unclear communication	Poor communication	Adequate communication	Good communication	Excellent, clear, and concise communication
Timeliness and Completion	No work submitted	Significant portions of work missing or incomplete	Most work submitted, but significant portions of work incomplete or poorly done	Work is mostly complete and on time, but some areas need improvement	All work is completed on time and of high quality
Creativity and Originality	No creativity or originality	Minimal creativity or originality	Some creativity or originality	Creative and original post	Highly creative and original approach
Professionalism	Unprofessional presentation and lack of effort	Somewhat unprofessional presentation and lack of effort	Mostly professional presentation and adequate effort	Professional presentation and good effort	Highly professional presentation and exceptional effort



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Online Class Netiquette & Behavior

Be a Class Champ!

- Show Up and Shine: Log in regularly to check out announcements, assignments, and join the fun in the comments.
- Be on Time: Turn in your work by the deadlines so you don't miss out on the learning party.
- Share Your Thoughts: Don't be shy! Share your ideas, ask questions, and give feedback to your classmates.
- Help a Friend Out: Review your peers' work and give them helpful tips to level up their skills.

Let's Keep It Positive

- Be Kind and Courteous: Treat everyone with respect and kindness.
- Clear and Concise: Get your point across in a clear and easy-to-understand way.
- Netiquette: Remember the golden rule of the internet: Treat others the way you want to be treated. Avoid using offensive language, personal attacks, or any other behavior that could create a negative learning environment.

Be Your Own Boss

- Time Management Ninja: Plan your time wisely to balance your studies and other commitments.
- Curious Cat: Explore the course materials, do your own research, and dig deeper into topics that spark your interest.
- Think Outside the Box: Use your creativity to solve problems and come up with innovative ideas.
- Get What You Need: ask for clarification if you feel confused about anything in any way..

Course Policies

Participation Expectations & Peer Review Guidelines

- Use the I like and the I wish/wonder framework when completing peer reviews. I like meaning what did you like about your peer's post and I wish/wonder meaning what do you wish they would have added or shared and what do you still wonder or have questions about.
- Comments should be a minimum of two sentences, or one short paragraph and a maximum of two.
- Responses should be well written with proper punctuation, spelling and grammar.
- Avoid one-word postings, ask questions and encourage discussion by building on trends.
- I will not respond to each post/peer review but will be monitoring each post/peer review.
- Peer reviews will automatically generate on the due date of the assignment and will be due at 11:59pm on the following Sunday. Note: peer reviews can take up to an hour to generate.
- To access peer reviews in Canvas, navigate to the assignment page where you submitted your work, and under "Submission Details," you will see a section labeled "Assigned Peer Reviews" where you can find the submissions you are assigned to review. You can also see notifications about peer reviews on your Canvas dashboard and in your "To Do" list.
- Canvas will only assign peer reviews to students that have submitted the assignment. Students that do not submit the assignment or submit after the due date will not be assigned any peer reviews which could affect your participation grade.



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Course Schedule

subject to modification

Weeks	Topics & Links	Module Objectives	Assignments
1 1/20	Welcome to AOE Let's make this semester one to remember!!! Link: Welcome Letter	<ul style="list-style-type: none">-Introduce the course and its objectives.-Provide an overview of the course structure and expectations.-Establish communication channels and guidelines.	POST & PARTICIPATION 50 POINTS Read my Welcome Letter and create your own welcome letter so that we may get to know you better. Answer the questions — What's your story? Any connections to or interests in entrepreneurship? Why this course and anything else you want us to know? Post to Canvas — Due 1/26 Comment on the posts of 3 classmates
2 1/27	Intro to Design Thinking Design thinking is an entrepreneurial thinking process that entrepreneurs use to discover new ideas and ventures. Link: 5 Steps to Design Thinking Time: 5 mins	<ul style="list-style-type: none">-Define design thinking and identify the five stages of the design thinking process: empathize, define, ideate, prototype, and test.-Understand and apply the core principles of design thinking.-Analyze real-world problems through the lens of design thinking.	POST & PARTICIPATION 50 POINTS Watch the 5 Steps to Design Thinking video and apply design thinking by creating a list of 8 problems or challenges you observe this week and brainstorm 2-3 MVP solutions for each. Think BIG — no idea is too crazy. Post to Canvas — Due 2/2 Comment on the posts of 3 classmates
	Design Thinking Problem Statements Link: Design Thinking for Entrepreneurs Time: 51 mins Link: Problem Statement Template	<ul style="list-style-type: none">-Define a problem statement and its role in the design thinking process.-Learn how to frame a problem statement effectively.-Practice and apply design thinking to formulate clear and concise real-world problem statements.-Evaluate the effectiveness of different problem statements.	POST & PARTICIPATION 50 POINTS Watch the Design Thinking for Entrepreneurs video and create a problem statement for all 8 of the solutions that you brainstormed. Post to Canvas — Due 2/2 Comment on the posts of 3 classmates
3 2/3	Finding The Business Idea That's Right for You Just because an idea or venture is a good idea or venture, it doesn't necessarily mean that it's right for you. Link: How to Find a Business Idea That's Right for You Time: 4 mins	<ul style="list-style-type: none">-Explore the sources of innovative ideas.-Apply criteria to evaluate the feasibility and potential of business ideas.-Analyze your skills, values and interests to validate different ideas.	POST & PARTICIPATION 50 POINTS Watch the How to Find a Business Idea That's Right for You video and narrow your list of 8 from the Design Thinking activity to your top 3—based on what aligns best with your skills, values and interest. List your top 3 and tell me why you chose them and why you believe they align best with your skills, values and interests. Post to Canvas — Due 2/9 Comment on the posts of 3 classmates



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Weeks	Topics & Links	Module Objectives	Assignments
4 2/10	Business Model Canvassing Link: Business Model Canvas Explained Time: 2 mins Link: Business Model Canvas Template	<ul style="list-style-type: none">-Apply the Business Model Canvas to visualize and analyze a business model.-Practice creating and refining Business Model Canvases for different ideas.-Evaluate the strengths and weaknesses of different business models.	ASSIGNMENT 200 POINTS Pick your favorite idea from your top 3 list and complete a Business Model Canvas for it. Example 1 — Amazon Example 2 — Uber Example 3 — Zara Post to Canvas as Pdf — Due 2/16 Comment on the post of 1 classmate
5 2/17	Launching in Beauty Meet real entrepreneurs growing beauty brands. Learn from their ups, downs and turnarounds and apply your learnings to your business idea. Link: Launching in Beauty Time: 41 mins	<ul style="list-style-type: none">-Apply entrepreneurial principles to the beauty industry.-Discuss key factors to consider when launching a beauty business.-Explore the unique challenges and opportunities in the beauty industry.-Analyze industry trends and identify potential threats and opportunities.	REFLECTION PAPER 100 POINTS Watch the Launching in Beauty video and write a one-page reflection paper with your learnings from the lecture. Share how the information you learned is making you think differently about your business venture. Post to Canvas — Due 2/23 Comment on the post of 1 classmate
6 2/24	Launching in Real Estate Meet real entrepreneurs in real estate. Learn from their ups, downs and turnarounds and apply your learnings to your business idea. Link: Launching in Real Estate Time: 38 mins	<ul style="list-style-type: none">-Apply entrepreneurial principles to the real estate industry.-Discuss key factors to consider when launching a real estate business.-Explore the unique challenges and opportunities in the real estate industry.-Analyze industry trends and identify potential threats and opportunities.	REFLECTION PAPER 100 POINTS Watch the Launching in Real Estate video and write a one-page reflection paper with your learnings from the lecture. Share how the information you learned is making you think differently about your business venture. Post to Canvas — Due 3/2 Comment on the post of 1 classmate
7 3/3	Launching in Food Meet real entrepreneurs growing food businesses. Learn from their ups, downs and turnarounds and apply your learnings to your business idea. Link: Launching in Food Time: 46 mins	<ul style="list-style-type: none">-Apply entrepreneurial principles to the food industry.-Discuss key factors to consider when launching a food business.-Explore the unique challenges and opportunities in the food industry.-Analyze industry trends and identify potential threats and opportunities.	REFLECTION PAPER 100 POINTS Watch the Launching in Food video and write a one-page reflection paper with your learnings from the lecture. Share how the information you learned is making you think differently about your business venture. Post to Canvas — Due 3/9 Comment on the post of 1 classmate



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Weeks	Topics & Links	Module Objectives	Assignments
8 3/10	Launching in Tech Meet real entrepreneurs growing tech businesses. Learn from their ups, downs and turnarounds and apply your learnings to your business idea. Link: Launching in Tech Time: 51 mins	<ul style="list-style-type: none">-Apply entrepreneurial principles to the tech industry.-Discuss key factors to consider when launching a tech business.-Explore the unique challenges and opportunities in the tech industry.-Analyze industry trends and identify potential threats and opportunities.	REFLECTION PAPER 100 POINTS Watch the Launching in Tech video and write a one-page reflection paper with your learnings from the lecture. Share how the information you learned is making you think differently about your business venture. Post to Canvas — Due 3/16 Comment on the post of 1 classmate
9 3/17	Launching a Creative Business Meet real entrepreneurs growing creative brands. Learn from their ups, downs and turnarounds. Link: Launching a Creative Business Time: 63 mins	<ul style="list-style-type: none">-Apply entrepreneurial principles to the creative industry.-Discuss key factors to consider when launching a creative business.-Explore the unique challenges and opportunities in the creative industry.-Analyze industry trends and identify potential threats and opportunities.	REFLECTION PAPER 100 POINTS Watch the Launching a Creative Business video and write a one-page reflection paper with your learnings from the lecture. Share how the information you learned is making you think differently about your business venture. Post to Canvas — Due 3/23 Comment on the post of 1 classmate
10 3/24	SPRING BREAK	SPRING BREAK	SPRING BREAK
11 3/31	Building Your Business' Brand A brand can really make a business come to life with purpose, values, colors, words and images. Link: Boost Your Business Growth Through Brand Building Time: 63 mins Resources: Brand Archetypes Color Generator Logo Maker Unsplash Photos	<ul style="list-style-type: none">-Define branding and its importance for a business.-Learn how to develop a strong brand identity.-Apply branding principles to create a strong brand identity.-Analyze the impact of branding on consumer behavior.-Discuss branding strategies for different industries.	POST & PARTICIPATION 50 POINTS Watch the Boost Your Business Growth Through Brand Building video and create a Brand Board for the idea/venture on your Business Model Canvas. Brand Board must include: 1) business' name, 2) purpose, 3) top 3 values, 4) brand archetype personality, 5) logo, 6) font, 7) colors and 8) 3-4 images that showcase your brand visually. Post must include all 8. Example Post to Canvas as Pdf — Due 4/6 Comment on the posts of 3 classmates



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Weeks	Topics & Links	Module Objectives	Assignments
12 4/7	Launching Your Business with Customer-Focused Marketing You have a business; you have a brand—now let's take it to market. Link: Launch Your Business with Customer-Focused Marketing Time: 70 mins	-Understand the importance of customer-centric marketing. -Learn how to identify target customers and conduct market research. -Develop and apply effective marketing strategies to attract and retain customers. -Evaluate the effectiveness of different marketing strategies.	POST & PARTICIPATION 100 POINTS Watch the Launch Your Business with Customer-Focused Marketing video and think through the marketing strategy and customer journey for the idea/venture on your Brand Board. Include the following: <ul style="list-style-type: none">• Brand Positioning Statement• Customer Persona — include demographics and psychographics• Awareness & Consideration— identify 2-3 strategies for each• Conversion & Loyalty — identify 2-3 strategies for each Post to Canvas — Due 4/13 Comment on the posts of 3 classmates
13 4/14	Porter's 5 Forces When launching a new business, you must also consider the competing forces of your buyers, suppliers, substitutes, new entrants and existing rivals. Link: Porter's 5 Forces Explained Time: 4 mins	-Introduce Porter's 5 Forces framework. - Apply Porter's 5 Forces to develop effective business strategies. -Apply Porter's 5 Forces to analyze industry competition. -Use Porter's 5 Forces to develop competitive strategies.	POST & PARTICIPATION 50 POINTS Watch the Porter's 5 Forces Explained video and think through all 5 Forces for your business. Brainstorm 2-3 ways you can proactively solve for each force. Post must include all 5 forces: <ul style="list-style-type: none">• Threat of new entrants• Threat of substitutes• Bargaining power of buyers• Bargaining power of suppliers• Rivalry among existing competitors Post to Canvas — Due 4/20 Comment on the posts of 3 classmates
14 4/21	Intro to Pitching Pitching is a daily thing. You're always pitching for customers, partners, funders, employees, advisors and suppliers so let's learn to pitch with a go-to-market pitch deck. Link: Pitch Outline Template	-Define pitching and its importance for entrepreneurs. -Learn how to structure a compelling pitch and apply effective storytelling techniques to pitch a business idea. -Practice delivering effective pitches and adapting pitch presentations to different audiences.	ASSIGNMENT 200 POINTS Using everything that you have learned in this class to date, create a Pitch Outline for your Final Pitch Deck using the Pitch Outline Template. Don't make the assignment harder than it is, just fill in the template with information for your business but add your own twist to the verbiage. Don't just copy and paste. Post to Canvas — Due 4/27 Comment on the post of 1 classmate
15 4/28	WORK WEEK	WORK WEEK	WORK WEEK



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Weeks	Topics & Links	Module Objectives	Assignments
16 5/5	Final Pitch Deck Congrats! You have learned how to launch a business from idea to MVP and now you're ready to pitch. Resource: Canva Pitch Deck Templates	-Create a persuasive and visually appealing pitch deck. -Deliver a compelling pitch that inspires investors and customers. -Practice delivering effective pitches and adapting pitch presentations to different audiences.	ASSIGNMENT 200 POINTS Create a 10-slide Pitch Deck and a 5-7 min Pitch Video. Deck and Video must include all 10 sections from the Pitch Outline and must be on brand with brand colors, fonts, logos, etc. Use a video recorder like Panopto or Loom to record, and do so in speaker view so that I can see your face and slides at the same time. Both the Pitch Deck (as a pdf) and Video must be uploaded to Canvas by the due date. Post to Canvas — Due 5/11 Comment on the post of 1 classmate

Attendance and Academic Integrity Policies

Attendance Policies

- *Present* for online courses is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or forum posting. The last day of attendance is the last day a student is academically participating in the online course.
- Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.
- Lack of attendance in class activities or submission of work in Canvas could result in an automatic course drop. Please let me know right away if you have any concerns about keeping up with the pace of the course or if you are unable to attend in person or engage online for any period of time.
- If you expect to miss a class or have a deadline conflict with class work due to a religious observance, let me know early in the semester so that we can discuss your responsibilities and plan so that you meet course obligations and requirements.

Academic Integrity/Plagiarism

We want our learning environment to be honest and fair. The assignments in our course provide you with an opportunity to showcase what you know and learn from what you may not yet have mastered. When you submit work with your name on it, this is a written statement that credit for the work belongs to you alone. If the work was a product of collaboration (such as a group project), each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

It is always required that the work you submit is your own, uses proper APA citation when required, avoids collusion or falsification. The [Writing Center](#) can also advise on citing to avoid plagiarism. If you have a question about an assignment, do not hesitate to contact me for clarification. You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Campus Policies](#) and [Code of Student Conduct](#) found in the UMSL Bulletin.



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Plagiarism, collusion, cheating, and falsification may be terms that are new to you and so I want to be completely clear here as to what I mean by these terms.

- **Plagiarism:** representing the ideas or work of another as your own, intentionally or unwittingly, without proper, clear, explicit acknowledgement.
 - **Facilitation/Collusion:** supporting malpractice by another student, for example, allowing your work to be copied.
 - **Duplication of Work:** presenting the same work for a different assessment.
 - **Cheating:** using, possessing or distributing any unauthorized sources of information (such as previous or existing exams for this course) and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., uploading or using test or online homework questions on study sites such as Chegg.com, using AI tools such as ChatGPT to write without alteration discussion posts or assignments, copying someone else's answers on tests and quizzes, copying/pasting exam or online homework questions from this semester for your peers or publicly in online forums, stealing another student's work, and unauthorized entry or use of material in a computer file).
 - **Falsification:** any untruth, either verbal or written, in one's academic work including presenting fabricated/made up data or presenting someone else's work as your own. Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets.

Academic dishonesty is a serious offense that may lead to **probation, suspension, or dismissal from the University**. All instances of academic dishonesty will be reported to the Office of Student Conduct and Academic Integrity in the Division of Student Affairs who will hold an initial conduct meeting and then determine possible administrative sanctions such as a warning, probation, or dismissal from the university.

- In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course, which shall not be considered a sanction for prohibited conduct under this rule. The instructor shall, consistent with other policies, report the alleged academic dishonesty to the Primary Administrative Officer.

Title IX & Equity

Mandatory Reporting: Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.



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Student Resources

Student Advocacy & Care

Provides students with case management and other support and services to address unmet basic needs and other challenges they may be facing outside of the university that impacts their ability to succeed academically. These challenges may include things like food insecurity, housing instability, lack of childcare, counseling needs, and financial emergencies.

- Location: 144 Millennium Student Center
- [LINK](#) to request assistance or help
- Website: <https://www.umsl.edu/studentadvocacy/>

Access, Disability and Communication

Your academic success is important to me. We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- Location: 131 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: das@umsl.edu
- Website: <http://www.umsl.edu/services/disability/>

Office of International Students and Scholar Services

If you have difficulty communicating in English with the instructor of this course, contact ISS.

- Location: 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: <http://www.umsl.edu/~intelstu/contact.html>

Student Enrichment and Achievement

SEA provides comprehensive success coaching services to targeted populations (i.e., new First Time College & Transfer, current UMSL students with less than a 2.500 GPA).

- Location: 107 Lucas Hall
- Phone: (314) 516-5300
- Email: umslsea@umsl.edu
- Website: <https://www.umsl.edu/services/sea/>



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TRIO Student Support Services

TRIO provides a holistic support model through Success Coaching for targeted populations (i.e., transfer students who are first-generation college students, have a documented disability, or have demonstrated economic need).

- Location: 180 MSC
- Phone: (314) 516-4332
- Email: umsltrio@umsl.edu
- Website: <https://www.umsl.edu/outreach-and-support/trio/>

University Student Support (USS)

USS provides comprehensive success coaching services to targeted student populations (i.e., new First Time College & Transfer, current UMSL students with at least a 2.500 GPA).

- Location: 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: uss@umsl.edu
- Website: <https://www.umsl.edu/outreach-and-support/uss/>

Technical Support

UMSL and UM-System provide students with a variety of technology support on campus and virtually. The information listed below connects you with the most commonly sought supports.

Academic technologies (Canvas, VoiceThread, Honorlock, Zoom, etc.)

- Location: virtual and via website chat
- Phone: (855) 675-0755
- Email: teachingtools@umsystem.edu
- Website: <https://online.missouri.edu/learning>

Login and network issues (SSOID, email, campus wifi, password changes, etc.)

- Location: 190 Millennium Student Center (MSC)
- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Website: <http://www.umsl.edu/technology/tsc>

Electronic textbooks (AutoAccess, Cengage, McGrawHill Connect, etc.)

- Location: Millennium Student Center (MSC) Bookstore 2nd floor
- Phone: (314) 516-5763
- Email: autoaccess@umsystem.edu
- Website: https://missouri.qualtrics.com/jfe/form/SV_0eXnXJy1QpRUc7j



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Academic Support

University Tutoring Center (UTC)

The University Tutoring Center (UTC) is here to transform your learning with one-on-one support. UTC offers many options for tutoring, and all of them are free for UMSL students:

- [Walk-in Tutoring](#): On-the-spot, in-person assistance. No appointment required.
- [Triton Online Tutoring](#): Live virtual assistance over Zoom. No appointment required.
- [Paired Peer Tutoring](#): We'll match you with a tutor to work together all semester long.
- [NetTutor](#): Another online, flexible tutoring option.

- Location: 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: tutoring@umsl.edu
- Website: <https://www.umsl.edu/tutoring/>

The Online Writing Center (OWC)

At the OWC Canvas site, students can send their papers to our tutors, who will read them and send them back with suggestions. Students can also access Turnitin, which identifies quoted material in their essays.

- Location: 222 Social Sciences and Business Building (SSB)
- Website: <https://www.umsl.edu/~umslenglish/Writing Center/>
- Visit the OWC course site on Canvas to submit drafts online. To find the OWC course, click on Courses All Courses. Then click to join this course
- The OWC usually responds within 48 hours. Please allow ample time.

Math Academic Center (Math Lab)

The Math Academic Center offers free individual assistance on a walk-in basis to students needing help with any mathematics from basic math through calculus or any course involving mathematical skills.

- Location: 222 Social Sciences and Business Building (SSB)
- Website: <http://www.umsl.edu/mathcs/math-academic-center/>

A final note: this syllabus is subject to change at the instructor's discretion.