



## ENTR 2500 Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** ENTR

**Course and Section #:**2500 X01

**Course Title:** Creativity and Entrepreneurial Thinking

**Credits:** 3

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### ***Course Description***

Introduces the concepts of innovation and entrepreneurial creativity. Draws upon the inspired thinking and entrepreneurial pursuits of leaders in a variety of disciplines to understand the process of innovation and appreciate the role of creativity in making innovation possible. Includes topics such as the customer/problem/solution framework, design thinking, prototyping, intellectual property, creative idea development, lead user research methodology, peer feedback, new venture financing, and the lean start-up.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Kaitlyn Sorensen

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### ***Student Learning Outcomes***

1	Identify the characteristics of creative entrepreneurs.
2	Define entrepreneurial creativity.
3	Develop a new product or service.
4	Produce a prototype through an iterative process.
5	Validate new product/service concepts through feedback from lead users.
6	Measure value creation of a new product/service concept.

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## Course Materials and Texts

This is an experience-based course and will challenge students to think and act as an entrepreneur in developing business ideas. Readings of timely peer reviewed academic journal articles, book chapters and popular press articles will serve as a reference and a starting point in researching business opportunities. Students will be expected to read any assigned material. Additional materials such as slide presentations and videos will be used to provide information to help students gain knowledge to help them develop opportunities.

We will be referring to a few texts for the course. **Students will NOT need to purchase any of these.** We will be drawing information from texts including:

- “**Design Centered Entrepreneurship**” by Min Basadur and Michael Goldsby. Routledge, Taylor & Francis Group Publishers, New York. 2016.
- “**The Art of the Start 2.0**” by Guy Kawasaki. Portfolio Penguin Publishers.
- “**Value Proposition Design**” by Osterwalder, Pigneur, Bernarda & Smith. Wiley Publishers. 2014.
- “**Nail it, Then Scale it**” by Nathan Furr & Paul Ahlstrom. self-published. 2011.
- “**Business Model Generation**” by Alexander Osterwalder & Yves Pigneur. Wiley Publishers. 2010.
- “**Testing Business Ideas**” by David Bland & Alex Osterwalder. Wiley Publishers. 2020.

While there is not a required textbook, **there are some costs that students will have for this course.** Please prepare and budget for the following:

- **ASSIGNMENT #1:** For this assignment, each student will need to create and edit a 3-minute video for submission. Depending on the individual, there may also be a cost to complete this video.
- **ASSIGNMENT #2:** This assignment requires you to make/develop/build a prototype of your idea. This will involve some cost and needs to be considered before continuing in the course. It is up to the individual student to decide what s/he will spend on this prototype.
- **VENTUREBLOCKS:** This is a simulation that is a component of Assignment 3. There is a cost for each student of **\$14.95**. Students need to plan for this in your budgeting.  
<https://ventureblocks.com/>
- **INNOVATION CHALLENGE:** This assignment requires you to compete in a team and make/develop/build a prototype of your idea. This will involve some cost and needs to be considered before continuing in the course. It is up to the team of students to decide what they will spend on this prototype. For this assignment, each team will also need to create and edit a 3-minute video for submission. Depending on the team, there may also be a cost to complete this video.

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## Course Requirements

### Course Assignments, Assessments, and Grading Policy

Students will use Canvas to hand in assignments unless otherwise stipulated by the Professor.

Assignment	Due Date	Grade Weighting
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<b>Entrepreneurial Attitude Orientation Assessment (EAO)</b> (Beginning of semester)	F Jan 10 <sup>th</sup>	2.5%
<b>#1: Myself as a potential Entrepreneur Reflection and Assessment (Video)</b>	ST Feb 11 <sup>th</sup>	15.0%
<b>#2: I Dare You to Create a UNIQUE, INNOVATIVE and CREATIVE Product that Solves a Real-World Problem (with Prototype and pitch)</b>	R Feb 20 <sup>th</sup>	20.0%
<b>World Café Peer Review Activity</b>	Mar 4 <sup>th</sup> , 6 <sup>th</sup> & 18 <sup>th</sup>	5.0%
<b>#3: VALIDATION OF YOUR IDEA (from #2) Qualitative research Interviews using a “Formative Implications Briefing” format</b>	T Mar 20 <sup>th</sup>	20.0%
<b>INNOVATION CHALLENGE</b>	R Apr 17 <sup>th</sup>	25.0%
(Total of 3 deliverables) (Group video, Peer Evaluations, & <b>mandatory Attendance on M Apr 21<sup>st</sup> for the Finals – with a Guest</b> )		
<b>In-Class Assignments/Quizzes &amp; Participation</b>	All semester	5.0%
<b>Attendance</b>	All semester	5.0%
<b>Final Assessment – EAO</b> (End of semester)	M Apr 28 <sup>th</sup>	<u>2.5%</u>
		100.0%

The final grade distribution may be adjusted up or down so that the final grade average for the class will be about a “B”.

<b>OUTSTANDING</b>	<b>A</b>	<b>94-100</b>
	<b>A-</b>	<b>90-93</b>
<b>SUPERIOR</b>	<b>B+</b>	<b>87-89</b>
	<b>B</b>	<b>84-86</b>
	<b>B-</b>	<b>80-83</b>
<b>SATISFACTORY</b>	<b>C+</b>	<b>77-79</b>
	<b>C</b>	<b>74-76</b>
	<b>C-</b>	<b>70-73</b>
	<b>D+</b>	<b>67-69</b>
	<b>D</b>	<b>64-66</b>
	<b>D-</b>	<b>60-63</b>
<b>FAIL</b>	<b>E</b>	<b>&lt; 60</b>

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### Required or Recommended Reading Assignments

McMullan, W. E. (2009). A general scientific theory of entrepreneurship. *Unpublished manuscript, The University of Calgary*. Chapters 6 & 7. With permission of author.

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### General Description of the Subject Matter of Each Lecture or Discussion

Week 1 – Overview of Creative Entrepreneurship.

Week 2 – Entrepreneurial Mindset, Content about creative and innovative entrepreneurs.

Week 3 – Design Thinking, using Min Basadur approach and the documentary “Objectified”.

Week 4 – Application and discussion of Design Thinking concepts using constructivist methodology. “How Might We” statements when problem solving.

Week 5 – What makes a good founder, founder teams? IDEO persona analysis. Prototyping & product design.

Week 6 – Guy Kawasaki’s “Art of the Start 2.0” methodology for ideation and making meaning through product development. Iteration, design cycles, pivots. “Curve Jumping” ideas. Basic feasibility research. Measuring customer impact. Assumptions for financial forecasting and cashflow.

Week 7 – Presentation of each student’s individual, unique, “curve jumping”, new product solutions (with prototypes) to class.

Week 8 – Qualitative research interviews with target customers and “lead users”.

Week 9 – World Café model for peer feedback on student ideas. Students will act as both interviewer, and interviewee over three different class periods.

Week 10 – Spring Break

Week 11 – Conclusion of World Café. Intellectual Property fundamentals on patents, copyright, & trademarks.

Weeks 12-16 – Innovation Challenge Activity. This involves small group meetings each class period with the professor, where each student team uses the same process that they did individually to come up with unique, customer focused product solutions, but now as a team. All teams will be given a common topic for their solutions. This “challenge” occurs concurrently with all sections for the course being taught this semester.

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Fine tuning your research questions.
- Finding information on your topic.
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

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Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.

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### **Course Policies**

- Students are responsible for their learning
    - Students are expected to take an ACTIVE role in the learning process by meeting course requirements as specified in the syllabus. Students are responsible for understanding the course syllabus and the requirements of the course. If you do not understand the requirements for an assignment, it is your responsibility to ask, first IN CLASS and then during office hours or by email.
  - Professionalism
    - Students will conduct themselves professionally in and outside the classroom to enhance the learning environment. Attendance is required. Much of what we do in class will be experiential activities. Students are responsible to find out what was missed from another student.
  - Quality vs. Effort
    - Entrepreneurship is more than envisioning. It is also enacting the embodiment of the vision. Therefore, form and substance are critical.
      - Emphasis will be placed on the (1) **form** and (2) **content** of all written, oral and video assignments.
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- In all assignments, students must define what they mean when they use any generic terms such as “quality”, “high quality”,
  - A professional quality written or video report is required for all assignments and the quality of the form of the report will be evaluated for each assignment.
  - Students will not be graded on “effort”, but on the quality of your research and reasoning and communication of this information.
- Resubmission of work
    - The professor and the course TA will accept revised and resubmitted assignments without penalty (within reason). The course is focused on learning and is not attempting to “penalize” students with grades. If a student can demonstrate that they have mastered the course outcomes, the learning will be reassessed.