Course Description

This course is designed to give students a thorough understanding of the technology commercialization process, from invention to market entry. Students will learn about the invention, development, acquisition, management, and exploitation of intellectual property in all areas of technology from the Internet to biotech by participating in interactive, problem-solving experiences using living case speakers from various stages of the commercialization process as well as relevant traditional case studies. It is offered in the spring semester for business and non-business graduate students.

This course is one in a series of four courses offered by the Greif Center that lead to a USC Marshall Certificate in Technology Commercialization. For more information about the Certificate Program, see http://www.marshall.usc.edu/faculty/centers/ctc/venture/commercial%20

Course Learning Objectives

Global Objective: Understand and apply the fundamental concepts, theories, principles, and Livings employed in the commercialization of new technologies.

Detailed Objectives:

• Develop critical thinking skills that will enable you to formulate, frame, and justify your ideas in writing or in other appropriate modes.
• Develop an in-depth understanding of the commercialization process, the activities inherent in the process, and the related challenges and opportunities.
• Gain experience in solving common and difficult problems faced by entrepreneurs and in making decisions at all stages of the commercialization process.
• Effectively present your evidenced-based ideas in written and oral forms.

To achieve these objectives through a stimulating and active learning experience, the course will be assignment centered rather than lecture centered. We will use a variety of methods including problem-solving class exercises, case studies, readings, discussions, individual and group activities, panel discussions, and guest lectures. The evaluation of your work will emphasize the use and application of knowledge rather than the simple acquisition of
content as well as the demonstration of relevant skills needed for this course. Note that 3 sessions of this course will be conducted online. Separate information about these sessions will be provided, but the dates are noted in the course plan.

**Course Materials & Tools**

**Harvard Business Cases and Articles**: You will be able to acquire the required cases and articles at a discount from the HBS site. The link where you can purchase and download the required materials is as follows. 
https://cb.hbsp.harvard.edu/cbmp/access/23361940 Any additional readings and cases on issues related to the course topics are provided free of charge in Blackboard. A due date for the completion of the required readings is given in the Course Plan, which is incorporated into the syllabus. On the day the readings will be discussed, please come to class prepared to contribute your analysis and insights on what you have read.

All other materials are listed in the Course Plan or will be distributed free of charge.

**Course Communication**

Course communication will take place through announcements in class, emails, and on Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore, it’s imperative that you have a fully operational Blackboard account with a current and correct email address posted. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to forward your USC email to the account you use. You are responsible for ensuring that messages will not bounce back due to your storage quota being full.

**Evaluation of classroom participation**

The participation portion of the grade is 250 points and is evaluated in a number of ways. Obviously, participation is correlated with attendance. It is impossible to earn a participation grade if you are not in class. Attendance at all class sessions is critical to the participation component of the course and to learning in general; in addition, we will undertake a number of in-class exercises and strategy-building sessions that require your regular attendance. Entrepreneurship is inherently collaborative—a social process. Entrepreneurs find opportunities, adapt, change, and improve themselves by listening and learning from others. Please come to class prepared to participate in the day’s activities as specified in the Course Plan. Plan to arrive on time so as not to disturb the class, a guest speaker, or interrupt the teaching team.

In general, students fall into four participation categories that essentially correlate with grades of A, A minus, B+, B, and in rare cases, B- where there has been no measureable participation. They are:

**Outstanding Contribution**: Your contributions reflect considerable preparation; they are substantive and supported by your research. You are also able to relate your own experience to the topic. The class, in general, listens when you speak because they learn something. If you were not a member of class, the discussions would suffer.

**Excellent Contribution**: You come prepared with substantiated comments. You demonstrate good insight and clear thinking. The class notices when you’re not part of the discussion.

**Average Contribution**: Your preparation is satisfactory and achieves the minimum requirements. You rarely offer interesting insights into the discussion, but sometimes you present a compelling idea or take the discussion in a new direction. Alternatively your comments are often off-point and do not provide any constructive direction to the discussion.

**No Contribution**: You say little or nothing in class. If you were not in the class, the discussion would not suffer.

In the rare case where a student is unable to participate for language or other reasons, the professor should be consulted. You will have an opportunity to evaluate your own participation at the end of the semester using a posted template.
Evaluation

To achieve an A in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. An A is a sign of superior work and, much like the efforts of entrepreneurs, reflects the fact that you stood out from the crowd.

Your final grade is based on an evaluation of the following activities:

- Critical Thinking Living Cases (A) (5 @ 100 pts each) (Team of 2) 500
- Critical Thinking Living-case Revisions (B) (5 @ 100 pts each) (Team of 2) 500
- HBS Case Briefs (3/6 @ 100 pts each) (Solo) 300
- Prospectus (one page) for Final Paper (Team of 2 or Solo) 200
- Final Research Paper (Team of 2 or Solo) 800
- Participation (includes case presentation /participation) 250

Total: 2,550

I will provide individual grade summaries on Blackboard. If you have any questions about your grade or anything about the class during the semester, please make an appointment to see me or talk by phone to discuss these issues. If you do not notify me of an incorrect or missing grade based on the grade summaries within two weeks of the grade being posted, the grade will be assumed correct. All assignments will have posted graders so you know exactly how I am grading you.

Please be advised that your papers will be submitted on a random basis to "TurnItIn" through the Blackboard system, which will generate an originality report on your paper. Bottom line: Your original thought, in addition to carefully cited sources, will insure that you don’t run into academic integrity issues that may affect your grade or your standing at the university. Any material cited verbatim from its original source should be in quotes and contain a reference to a full citation for that source. Paraphrased work should also contain a reference to the source citation.

Pass/No Pass
Non-business students taking the class for elective credit may elect the pass/no pass option. Be aware that if you are taking this course as part of the Certificate in Technology Commercialization, you will need to take it for credit.

Guidelines for all Course Assignments (Please read carefully!)

The following guidelines apply to all assignments without exception.

All assignments must be typed in 11 or 12 pt font and organized for easy reading using normal margins (1 inch). Do not exceed the page limit requirement. Additional pages will not be read for grading purposes. Please read the following “on time” requirements for assignments. They are designed to help me return your papers quickly and avoid losing papers.

All written work must be submitted to the Assignment Page on Blackboard by the time specified in the Course Plan on the date due. No exceptions. I will want to review the assignments prior to class for discussion purposes. If you will not be in class on the due date, your assignment must still arrive by the time and date it is due. You are certainly encouraged to turn in papers before the deadline. Please keep copies of all your papers and emails until the end of the semester.

1. The assignment must be sent in a single Word document file labeled as follows: yourlastname_557_assignment name.
2. You should put your name on the actual assignment document at the top.
Assignments that do not follow these rules will be returned and considered late when resubmitted correctly if it is past the time they are due. Since all the assignments are submitted electronically, these requirements are necessary to maintain order and to find files quickly. **DO NOT HIT ‘SUBMIT’ IN BLACKBOARD UNTIL YOU HAVE VERIFIED THAT YOU HAVE PROOFREAD YOUR FILE AND ARE UPLOADING THE CORRECT VERSION AND FILE FOR A PARTICULAR ASSIGNMENT.** You have one chance to get it right. Those of you who file for grants or file income taxes with the IRS understand the importance of getting it right the first time.

Assignments will be accepted after the deadline with the following penalties: Assignments turned in after the required time and within 24 hours of the date and time due will lose 10% of the total points possible. Papers turned in 24 hours after the due-date/time will lose 20% of the total points. No papers will be accepted 48 hours after the date/time due.

**Description of Course Assignments**

Below are summaries of some of the activities you will participate in during the semester.

**Living Cases and Student Presentations**

We will have guest speakers this semester who are technology entrepreneurs involved in various stages in the development of their businesses as well as others who bring a particular expertise from which students can learn. The guest speakers are one of the most valuable aspects of the course and should not be missed. Arriving late or leaving early on a speaker date is not acceptable. Please close your laptops during speaker presentations and avoid eating during a speaker presentation; drinks are fine (please, the non-alcoholic kind!). Remember that you control what you learn from the speaker, so ask for what you want!

You will not know in advance who the living case speakers are. That is because you will be dealing with hypothetical Living cases in advance of their coming to class and I don’t want you to research the living case speaker to find out what he or she did. That would defeat the purpose of the assignment, which is for you to use your critical thinking skills to solve a problem or meet a challenge. Living case A will be posted a week before the date of the living case speaker. It will take the form of a one-page hypothetical case that requires you to analyze a particular situation and come to a decision. Living case B, which is a revision of your original LCA submission and decision based on what you learned from the Living Case Speaker and the class discussion. It will be due always at the end of day on the Sunday after the speaker comes to class.

I will call on 3 volunteers for each Living Case to present your conclusions. Your presentation will be brief (no more than 3 minutes) and will be a discussion of your response to the hypothetical situation you were given for this living case. You may use slides if you choose but use more graphics than text – only key points on the slides. There will be 5 living cases this semester.

**HBS Case Studies**

The course includes several HBS case studies designed to demonstrate how real businesses are dealing with issues related to technology commercialization. Case studies are used to analyze and explore typical problems encountered by scientists, engineers, and entrepreneurs in creating their ventures. The cases will vary in terms of their difficulty. Be forewarned that shorter cases are not always easier to analyze. You will choose three of six cases on which to submit one-page case briefs. Your conscientious participation is critical to the success of this aspect of the course so even if we’re discussing a case on which you did not do a brief, you are expected to come prepared to be called on. As there are rarely “right” answers, much of the learning comes from the exchange of ideas among the students. You should come to class prepared to present and support your views on the case. These views should be supported by the frameworks and ideas expressed in the readings for that day. Therefore, it is important to do any associated readings first before beginning to address the case study. A separate document, “Course Assignment Instructions” describing the one-page briefs for each case can be found in Blackboard.

(syllabus continues on next page)
Assignment Sequence Rationale

This chart provides the rationale for how assignments in this course are designed. The intent is to build your skills in identifying, analyzing, evaluating, supporting, and presenting persuasive arguments on issues of significance in the field of technology commercialization. Your final paper will reflect how well you developed these skills throughout the semester. The skills being emphasized are those that industry has told us are most valuable in candidates they consider hiring. Detailed assignment requirements and grading rubrics will be posted in BB and discussed in class.

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<tr>
<th>Beginning of Semester</th>
<th>Major Research Project</th>
<th>End of Semester</th>
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<tr>
<td>Multiple low-stakes Thinking Pieces on Living Cases, HBS cases, in-class discussions &amp; group tasks—one page</td>
<td>Major Research Project- one page</td>
<td>Major Research Paper 5 pages</td>
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Type 1: Analysis of a hypothetical Living-case or HBS case. These are one-page exploratory pieces where you identify key issues and respond to a question.

Type 2: Living Case revision. These are one-page revisions of your original analysis of a living case based on what you learned from the “living case” speaker.

Type 1: Analysis of a hypothetical Living-case argument or HBS case supported by research. These are one-page skill-building pieces that demonstrate your ability to support your argument with research.

Submit a one-page, single-spaced prospectus that describes the problem or question you plan to address for your final project (the research paper). Explain why you are personally interested in and invested in this question. Show why the question is both problematic and significant. You may be asked to revise for a final grade.

Write a 5-page, single-spaced researched argument on any topic related to any aspect of the process of technology commercialization, the subject matter we are studying this semester. The introduction to your paper should pose a significant and thought-provoking question or problem that your paper will address and engage your reader’s interest in it. Within your paper you must present and analyze the views of others who have studied this problem. Your proposed answer to this question (summarized in a single sentence) will serve as the thesis statement for your paper. Imagine that your audience is business people and others who are highly educated but not familiar with the topic reflected in your thesis statement.
University and Marshall Policies

Please read the following policies carefully. They are critical to your success in this course.

Confidentiality Policy
Throughout the Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Greif Entrepreneurship Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Program’s classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party. In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in SCAMPUS, and to any remedies that may be available at law. The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Academic Conduct
Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity or to the Department of Public Safety. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men provides 24/7 confidential support, and the sexual assault resource center webpage describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.
Add/Drop Process
In compliance with USC and Marshall’s policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. We can drop you from our class if you don’t attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk not being able to add yourself to another section this semester. You can only add a class after the first week of classes if you receive approval from the instructor.

Technology Policy
Web-enabled devices are not permitted during academic, professional sessions, or for guest speakers unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. Videotaping faculty lectures or guest speakers is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please make sure you have access to the course in Blackboard; this will be crucial in an emergency. USC’s Blackboard learning management system and support information is available at blackboard.usc.edu.

IMPORTANT!!!! RECEIPT OF THIS SYLLABUS AND REGISTRATION IN THIS COURSE WILL SERVE AS EVIDENCE THAT YOU UNDERSTAND AND ACCEPT THE REQUIREMENTS OF THE COURSE.