NOTE: THIS IS THE FALL 2014 SYLLABUS. Dates and details subject to change.

BAEP 301 - 14642
Technology Entrepreneurship
Fall 2014
Syllabus and Course Overview
Preliminary – Subject to Change

Course Overview

BAUD 301 provides an overview of business fundamentals aimed at engineers and scientists intent on commercializing technology. If you are interested in continuing with further studies in the Greif Entrepreneurship Program, this course serves as a pre-requisite to BAEP 452 Feasibility Analysis. Topics will include developing, testing and adapting business concepts; financing the technology enterprise; marketing and distribution; organizational issues; global business; and legal considerations affecting technology-based ventures.

Students will develop a realistic perspective of the skills they must master and come to understand the internal passion they must find in order to realize their entrepreneurial aspirations.

Learning Objectives

Learn opportunity recognition and vetting and learn to reject losing ideas.

Understand the fundamental concepts, theories, principles, and practices employed in the field of entrepreneurship and of the role that technology entrepreneurship plays in the global economy and in society.

Develop an in-depth understanding of the new venture creation process—the activities, challenges and opportunities involved, including ethical and international issues.

Develop your critical thinking, idea generation and decision-making abilities by analyzing situations and formulating strategies for complex entrepreneurial cases and through the experience of a semester-long business opportunity project.

Learn to enjoy your business.

Instructor
Greg Autry, Ph.D.
BRI-1 (Bridge Hall basement)
gautry@marshall.usc.edu
Cell: 714.366.8920 (use with discretion, texting is preferred)

Time
Wednesday 6:00-8:50PM

Class Location
Bridge Hall 5

Office Hours
Mon & Wed: 2-3:30 and as needed by appointment. I’m generally available after class and often before class.
Development of hard and soft business skills

1. Analytical skills: thinking, problem solving and decision-making:
   a. Demonstrate primary and secondary research skills
   b. Analyze and critically evaluate alternative courses of action
   c. Find and use resources to answer your questions
   d. Form conclusions supported by evidence

2. Oral and written communication skills including your ability to:
   a. Present and participate successfully in class
   b. Write well-structured, clear and concise documents
   c. Create powerful and informative videos
Required Materials

Name Cards
I will endeavor to learn each student’s face and history. However, I have three classes and I’m not perfect. You MUST display your Tent Cards (name cards) every single class session until the end of the semester. If you don’t have one or loose it, make one I can read from the podium. Failure to do this everyday will ruin your class participation score.

Text
Allen, Kathleen. (2010). “Entrepreneurship for Scientists and Engineers,” Prentice Hall. Available at the USC bookstore and Amazon. The eBook is available at:
http://www.mypearsonstore.com/bookstore/product.asp?isbn=0132357275 This text is referred to as “ESE” in the calendar.

Reader
A electronic course reader containing cases will be available through HBS. You must register there and buy it online. Readings found in this reader are noted as “CR” in the calendar. The reader can be purchased at: https://cb.hbsp.harvard.edu/cbmp/import/ptos/28097169

Recommended books (not required)
A couple of books I love (and teach in other courses) are:


Additional Required Reading
This course will be kept relevant and we will discuss current events related to technology commercialization. Additional Readings will be posted on Blackboard. Readings found on Blackboard are noted as “BB” in the calendar. Relevant news stories or publications by the instructor will be added as they appear. Required readings may be found in this syllabus, in the course calendar and/or via a Blackboard announcement. You are responsible for reading them all. When in doubt, email me.

Communications
Course communication will take place through announcements in class, emails, and Blackboard (http://blackboard.usc.edu/). Many of the
emails sent by the instructor will go through Blackboard. It is imperative that you have a fully operational Blackboard account with an email address that works all the time. Prevent your inbox from filling up.

All material posted by the professor in Blackboard will be assumed to have been communicated to students. Students are responsible for checking blackboard and managing the notification process. No excuses.

If you wish to reach me, email (gautry@marshall.usc.edu) is my preferred method of communication, but feel free to text or call me on my cell phone (714.366.8920) if the matter is urgent. Do us both a favor and try to resolve issues well before they become a crisis for you.

I get a lot of email (six email accounts) and it is critical for me to sort it efficiently and correctly so that your questions get answered and you receive due credit. Always send separate emails with clear subject lines.

1. Don’t reply to an email on one subject to discuss another topic.

2. Don’t cover more than one topic in a single email (i.e. “I’ve got a question for the speaker AND I’ve got a question about the midterm AND here is my late assignment AND I’m gonna be late . . ” 😊)

Technology in the Classroom

Laptops Down!
The professor, guest speakers and your fellow students deserve your full attention. For two hours each day, you and I will resist playing Minecraft, checking email, updating Facebook, posting to Instagram, text messaging, etc. Laptops will be closed except when they are required. Notes are rarely required during my lectures. Engagement is ALWAYS required. Phones will be on silent and put away. Honestly, I’m a tech-head myself and I know that disconnecting is hard, but if you are incapable of unplugging, drop this course. End of story.

Clickers
We will be using dedicated Turning Point Clickers during class. They are numbered and you will be using the same one each day to enable tracking of your lecture participation and to grade quizzes. It is your responsibility, as it always has been with paper, to not look at your neighbor’s answer and to conceal your answers from roving eyes. If you pick up a second clicker to answer for a friend, it will viewed as a case of serious academic dishonesty. If you observe any inappropriate sharing
during the quiz, notify me anonymously and I’ll review the data. If I note a statistically unusual correlation of answers between neighbors I may reassign seating. The clickers are my personal property. I’m risking them to save you money and I greatly appreciate your returning them daily.

**Guest Speakers**

Several interesting guest speakers will be featured – you will have the opportunity to learn from the success *and* failure of others. Attendance at these sessions is critical. Do not be late or leave early when we have a guest speaker. Be prepared to ask intelligent and challenging questions. Be 100% focused and give our guests the respect their valuable time deserves. *Failure to show respect to a guest speaker is the best way to receive a mark down in your class participation score.*

**Questions:** Be prepared with at least one appropriate and intriguing question for our guest speakers and submit this to Blackboard. Give a question and a brief (1-2 sentence) explanation of why you asked that question. Google these folks and find out something interesting about them. You should always be prepared to ask the speakers a good question and if the room gets quiet, I will cold call students or make these graded assignments.

**Thank You Note:** Please write a professional thank you letter to at least one of our guest speakers. I will post a mailing address on Blackboard.

**Assignment Submission and Grading Policies:**

**Electronic Submission – Save the Trees**

Other than the in-class assignments, student deliverables will be submitted online to Blackboard. If you are ever in doubt, email me with the attachment so you have a time stamped record of your submission.

Except if otherwise noted I will never require or desire a “hard copy” of any assignment. *I will not be responsible for any printed materials you claim that you handed to me.* Save a tree, email me. *Do not bring in 42 copies of a presentation to hand out to the class,* bring cupcakes.

**No Late Work Please**

It is my goal to be responsive in grading so that students can accurately ascertain where they stand in the course. For this to be effective student work must also be submitted on time. *Chronic procrastinators will suffer in this course.* If that is you, commit to reform or drop the course.
1-24 hours late = 20% score drop
25-48 hours late = 50% score drop
49+ hours late = no score, fail

I don’t care where you are when the assignment is due. All due dates and times are assumed to be Pacific Time, planet Earth.

*Team Projects will not be accepted late.* Avoid group dysfunction risk and get that project done EARLY. Then polish the pearl if you want. If your team lacks leadership and is not moving, insist that someone TAKE COMMAND. If no one takes charge, you must demonstrate leadership yourself. The grade you save may be your own.

**No Excuses**
There are simply no excuses when running a small business. The IRS doesn’t want to hear them, your clients don’t want to hear them, your creditors don’t want to hear them and your spouse doesn’t want to hear them. Deliverables must be on time, no ifs ands or buts. We will operate on the same principle in this course.

I give you plenty of heads up on our assignments and it is not my desire to weigh the individual merits of student excuses. Colds and flus will be caught, beloved gerbils will pass on, job interviews will pop-up, long lost relatives will suddenly arrive, weddings will occur, babies will be born, computers will crash, cars will breakdown, meteorites will strike the Earth, etc. I build that expectation into the course and provide plenty of time to complete all assignments. If you wait until the last day and the gods of fortune do not favor you, *there is no need to tell me about it*, unless you just think it will entertain me. If you are hospitalized or an immediate family member passes on, let me know.

Required exceptions are noted in the section on “incompletes.”

**Makeups**
Quiz grading is setup with the expectation that you may miss a couple. There are no quiz makeups.

There is no make up for the team video to be presented on the day of finals. I will schedule a make-up time *only for the mid-term exam.*

**Classroom Discussions**
Interactive classroom discussions are a critical part of the learning experience. Be informed, logical and respectful in your arguments. Remember it’s my job to play “the devil’s advocate” with the
understanding that I’m challenging your preconceptions for your own benefit. Your peers may do the same. Please feel free to challenge my positions, with due respect. You need never fear that your grade will be anything but enhanced if you try to teach me something!

**Writing**

I prefer student writing that is competent, organized, well phrased and to the point. If you need guidance in composition, I strongly recommend the classic *The Elements of Style* by Strunk and White (or any edition). You can find it as a free PDF online or pick it up online for three bucks.

Do not fill your text with unnecessary words and phrases and attempt to waft your way through a topic through “business journalesse” (filled with needless b-school buzzwords and tired phrases from last year’s articles in *Fast Company* or last decade’s articles in *Business 2.0*).

Also and additionally: please always and each time you always write; you must very much endeavor to very much eschew the over-complexification of sentences and the use of clever and pedantic phrasing simply for the sake of sounding ever more superlatively erudite because, like this one, they come out remarkably awkward.

While I may give you guidance, do not expect me to tell you exactly how many pages a report must be, what the font and margins should be or how many slides need to be in a presentation. We are preparing for the real world. Your work will be as many pages/slides/minutes as are needed to convey your valuable insights and not one more. Less is more.

I expect your written work to be completely understandable and professional. If you have issues with English as a second language (or a first) get someone to review your grammar. Individual assignments will likely contain minor errors that do not impact their meaning, but I expect the group project work to be of professional quality.

If you are not slick with slides I strongly recommend *Presentation Zen* by Gary Reynolds. When it comes to deliverables strive for Jony Ives\(^1\) like precision and simplicity of form. Keep most of the text in your notes, don’t read the slides.

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\(^1\) Don’t know who Jony Ives is? google him.
Individual Grades

Significant Problems
Each student will be required to identify two significant problems held by either potential consumers or business clients that might be addressed technologically. You don’t need to engineer the entire solution and it doesn’t have to be the most unique idea ever conceived. You need to identify some real customer pain or the opportunity for some customer delight. Write each of these up in a paragraph or two. These will become the basis for your Group Significant Problems. These will be due in class 4 on 9/17.

Quizzes
Clickers will be used to quiz you on the readings. Quizzes will typically be 5 to 10 questions. The total score of all quizzes will be summed at the end of the class and equal to 5% of your grade. There will usually be no prior notification of the quizzes. You should anticipate possibly being quizzed on your readings everyday. *There are no quiz makeups* – however I will set the grading with the expectation that you can miss a quiz and still receive an A in the quiz grade. *If you plan on skipping a significant number of classes this semester this will be an issue for you.*

Case Briefs
You are required to read every assigned case, but you will choose any three out of the four cases and produce a case brief. The brief is a short (a page or slightly more) write-up analyzing the lessons of the case, offering your suggestion for the resolution of the prime question(s) in the case and an explanation of how you reached that conclusion. I *may* (or may not) offer additional specifics in the blackboard assignment for that case. Your write up should demonstrate mastery of the topics we have covered. *Briefs are due before class on the day of the case discussion.*

Class Participation
An interactive class is a more enjoyable class for everyone. The requirement for class participation in this course reflects the initiative required to run a small business. *You will not succeed in the market by sitting and waiting for opportunity, customers or capital to come looking for you!* You must be good at proactively communicating and you are expected to demonstrate that in this course.
You MUST bring your Tent Cards (name cards). Your participation score will be determined by:

1. My informal notation of when you volunteer information, answer questions and when you contribute to the class conversation.

2. Clicker data. I will be able to see how often you participated and the quality of responses in lectures that utilize the clickers. I will not be grading class poling data per se, but if you just hit the #1 every time or your responses are bizarrely random, that will be a problem.

I make every attempt to be fair and avoid any bias in noting participation. However I do believe that arriving early and sitting up front occasionally can only help your participation. If you are not speaking in class at least every other session you are probably in trouble. However, quality trumps quantity. If you are one of those who loves to talk, great, but try to pick your contributions and make them good.

Tardiness or leaving early creates a distraction and impacts the value of everyone’s class time. Tardiness will impact your class participation score. Never be tardy or leave early when we have a guest speaker. If you are late you may be asked to step to the podium on your way in and explain why to the class.

**Course Reflections**
Write two one-page papers on your progress in the course and insights you’ve gained.

**Peer Assessment**
Your class participation will be evaluated by your peers anonymously and your team contribution will include points distributed by your fellow team members.

**Team Project Hunt, Write Up, Video and Presentation**
Each group will go through several steps culminating in a paper, a pitch video and a presentation. No late work accepted on team projects.

**Significant Problems** – 3 slides. Each team will select and refine three significant problems from those unearthed by their team members in the individual assignment.

**Industry Analysis** - @ 2 pages. Details will be on Blackboard. Due in class 6, on October 1.
**Customer Discovery** – @5 slides. Define your customer(s), how to engage them, research techniques to understand them, contact them, call on them and REPORT back.

**Paper** - @ 5-7 pages. Details your opportunity identification, industry analysis, solution, team and business model. Additional instructions will be posted on blackboard and we will discuss this more in detail. Due in class 14, November 26.

**Video** - @ 2 minutes. This video should be focused on your opportunity and your solution. It should not be talking heads and it should not repeat the presentation, it should *add value via the explanatory power of video media*. This video must be posted online and a link provided to the professor and available during class 15, on December 3. The videos will be graded by your peers using the clickers.

**Presentation** - @ 5 minutes. Due in class 15, on December 3.

**Meeting** - A team meeting with the professor will occur in late October or early November to review your progress. All members are required to attend. These can be scheduled for immediately before or after class.

### Evaluation of Your Work

I will do my best to make assignments clear. However, I will not micromanage your efforts. Running a small business in the real world is full of ambiguities. This class aspires to be experiential in that regard as well. I’m very available to talk with you when you need guidance, but I will try to get you to make your own choices whenever that is appropriate. Engage your critical thinking skills!

Grades and notes on your work will only be found in Blackboard. I will not markup and return paper – save a tree.

### Re-grading

I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me an email in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.
Grading

Each student’s grade will be based on the following components, which are weighted by the corresponding percentage:

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td><strong>Individual Work</strong></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Guest Speaker Questions</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Case Briefs (3)</td>
<td>300</td>
</tr>
<tr>
<td>Peer Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Course Reflection Papers</td>
<td>100</td>
</tr>
<tr>
<td>2 Significant Problems</td>
<td>200</td>
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<tr>
<td><strong>Total Individual Points</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Team Work</strong></td>
<td></td>
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<tr>
<td>3 Significant Problems (slides)</td>
<td>100</td>
</tr>
<tr>
<td>Industry Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Customer Discovery (slides)</td>
<td>100</td>
</tr>
<tr>
<td>Video Pitch</td>
<td>250</td>
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<tr>
<td>Presentation</td>
<td>150</td>
</tr>
<tr>
<td>Opportunity Paper</td>
<td>300</td>
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<tr>
<td><strong>Total Team Points</strong></td>
<td>1,000</td>
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<tr>
<td><strong>Total Class Points</strong></td>
<td>2,000</td>
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Guest Speaker Bios

423 will feature 3-6 guest speakers from the technology commercialization world. These speakers are subject to change per their schedule. Here is the pool of likely suspects for this semester.

**Tony Tribelli** has 30 years of software development experience. He has worked in the fields of embedded systems, telecommunications, molecular modeling and visualization and video games. This includes ten years at Blizzard Entertainment. Perpenso LLC develops software for mobile devices. developing iOS and Android apps for Red 5 Studios. Tony holds BS and MS degrees in computer science from UC Riverside and Cal Poly Pomona and an MBA from UC Irvine.

**Andrew Nelson is the President of Xcor Aerospace**, a space tourism company building the sub-orbital Lynx rocket plane. He previously served as a financial advisor at Morgan Stanley and Lehman Brothers for five years. Andrew has a degree in Electrical Engineering from Ohio University focused on avionics and space telecoms. He studied at the London School of Economics and has an MBA with a dual focus on Finance and Entrepreneurship from MIT's Sloan School of Management.

**Ken Davidian** is the Director of Research, Office of the Chief Engineer. He previously served as Operations Director for the X-Prize Foundation as well as the NASA Program Manager for the Centennial Challenges.

**Dr. Farhad Rostamian** has spent most of his career creating and fostering innovative solutions and managing them for sustainable growth across industries such as semiconductors, consumer electronics, sensors, imaging and digital media. He has significant experience in Fortune 100 firms, as well as start-ups and growth stage organizations.

**Steven Dietz** is a partner at Upfront.com, a Venture Capital investment team. Steven was a Senior Vice President of Donaldson, Lufkin and Jenrette in the Investment Banking. Steven focuses on investments in early-stage companies in Financial Services and Technology, Consumer, SaaS, and Big Data.

**Brett Kingstone** founded the landmark fiber optic lighting firm Super Vision in his Stanford dorm room and took it public. He is the author of several books including: *The Student Entrepreneur’s Guide* and the *Real War Against America*. Brett has won the largest intellectual property crime jury verdict ($45m) in the history of the State of Florida. Brett’s philanthropic work is extensive.
### Tentative Course Outline

**NOTE:** This schedule is subject to change to accommodate guest speakers or topical discussions. You will be notified via Blackboard announcement of any changes and are responsible for keeping up. It is never a bad idea to get ahead on the reading. ESE = Allen textbook, CR = Course Reader from HBS, BB=Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Task</th>
<th>Required Reading / Due</th>
</tr>
</thead>
</table>
| 1 (8/27) | Introduction and Course Overview  
Learn about you and meet the instructor. Team selection. The PARC lesson. | Syllabus  
ESE: Chap. 1 |
| 2 (9/3) | The entrepreneurial journey and lessons to be learned | ESE: Chap. 2  
CR: *Assembling the Startup Team* |
| 3 (9/10) | Opportunity, teams, market need  
*Guest Speaker: Tony Tribelli* | ESE: Chap 4  
CR: *An Introductory Note on the Case Method*  
Due on BB: Guest Speaker Question |
| 4 (9/17) | Industry Analysis and Business Plans | ESE: Chap. 3  
CR: *A Business Plan or Journey to Plan B?, Henry Tam Case*  
BB: Sample Bplan  
Due on BB: *Case Brief 1, Two Significant Problem (Individuals)* |
| 5 (9/24) | Technology Scavenger Hunt | Autry-Davidian 2014  
Due on BB: *Group Significant Problem Presentations* |
| 6 (10/1) | **Experiential Learning Center:** Jungle Fire  
Team Building Assignment | |
| 7 (10/8) | Discuss Industry Analysis and Customer Discovery  
Critical Thinking Review | ESE: Chaps 5,6 |
| 8 (10/15) | Technology Adoption  
*Guest Lecturer: Farhad Rostamian* | ESE: Chap 9  
CR: *Jim Poss Case*  
Due on BB: *Case Brief 2*  
Due on BB: Guest Speaker Question |
| 9 (10/22) | Finance  
*Guest Speaker: Steven Dietz* | ESE: Chap 11  
CR: How Venture Capital Works, How to Pitch a Brilliant Idea  
Due on BB: Industry Analysis  
Due on BB: Guest Speaker Question  
Due on BB: *Course Reflection Paper 1* |
| 10 (10/29) | Intellectual Property and Legal Structure  
*Guest Speaker: Brett Kingstone* | Due on BB: *Customer Discovery*  
Due on BB: Guest Speaker Question |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
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<tbody>
<tr>
<td>11 (11/5)</td>
<td>SpaceX Tour</td>
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| 12 (11/12) | **Globalization and Technology: Trade, Markets and Offshoring.** Researching global market and supply opportunities online.  
Entrepreneurial Economics: Micro & Macro  
BB: *Saving the World* (The Economist), *Leveraging Business Cycle Ups and Downs* (Financial Executive)  
CR: Go Global – or No? (use as case)  
BB: Where Does Growth Really Come From?  
Due on BB: Case Brief 3 |
| 13 (11/19) | Developing Technology  
**Guest Speaker: TBD**  
ESE: Chap 7  
BB: *Xcor Aerospace Case, New Space*  
Due on BB: Case Brief 4, Peer Assessment |
| 14 (11/26) | **HOLIDAY**  
Due on BB: Group Opportunity Paper.  
Due by midnight 11/25 (before holiday) |
| 15 (12/3) | Video Night + Pitch Q&A  
Due on BB: Pitch Video (link) due by NOON.  
Presentation, Course Reflection Paper 2 |
Class Notes Policy
Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

Incomplete Grades
A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an “Assignment of an Incomplete (IN) and Requirements for Completion” form (http://www.usc.edu/dept/ARR/grades/index.html) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

Retention of Graded Coursework
Work will be graded electronically. If you receive written feedback via Blackboard or email, keep a copy of your records.
Lloyd Greif Center for Entrepreneurial Studies 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 Entrepreneur Program that all such information be treated as confidential.

By enrolling in and taking part in The Entrepreneur 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 use 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 The 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.

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 activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.
Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213)740-0776.

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. I will drop you from my class if you do not attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two session and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.
Some Useful Online Resources

The following are useful sources for business data, info, and fun:

Small Business Administration: http://www.sba.gov
Investopedia: http://www.investopedia.com
Forbes: http://www.forbes.com
The Venture Edge: http://www.theventureedge.com/author/kathy/
Guy Kawasaki: http://blog.guykawasaki.com
US Bureau of Economic Analysis: www.bea.gov
The Federal Reserve System: www.federalreserve.gov
Census Bureau Trade Data: http://www.census.gov/indicator/www/ustrade.html
Greg Autry Huffington Post: http://www.huffingtonpost.com/greg-autry/
Greg Mankiw: http://gregmankiw.blogspot.com
Moody's Economy: http://www.economy.com/default.asp
Dilbert: http://www.dilbert.com
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