Course Syllabus – Updated 1/27/13

Industrial and Systems Engineering (ISE)

ISE 544: Management of Engineering Teams (3 units)

[Note: Due to administrative processes, this syllabus is subject to change. It is the student's responsibility to verify with the instructor and BlackBoard regarding any updates.]

Design and management of engineering teams. Group decision-making, motivation, leadership, infrastructure requirements, performance measurement, team diversity, conflict, and integration.

Semester:	Spring 2013
Course Section:	31544D
Lecture Time:	Monday, 18:40 – 21:20
Location:	KAP 146

Instructor: Kazuo "Kaz" Takeda (ktakeda@usc.edu)
Office: Location: SSC101
Phone Meetings: (213) 740-0867
** For emergencies only: 714-451-6331**
Hours: By appointment for face to face meetings from 17:30 – 18:30 when days class are in session. Other virtual meetings (Skype: Kaztheie) on other times and dates can be arranged by appointment only using contact information provided.

Grader: Ryan Seams (seams@usc.edu)
Hours: N/A

Required Textbooks: ISBN: 978-1884731266
Title: **The Team Handbook Third Edition**
Author: Scholtes, Joiner, Streibel
Publisher: Oriel Inc; 3rd edition (March 24, 2003)

ISBN: 978-0787960759
Title: **The Five Dysfunctions of a Team: A Leadership Fable**
Author: Lencioni
Publisher: Jossey-Bass; 1 edition (April 11, 2002)

ISBN: 978-0007103416
Title: **Leadership and the One Minute Manager**
Author: Ken Blanchard, Patricia Zigarmi, Drea Zigarmi
Publisher: HarperCollins (March 2000)

Course Readings: This course will rely primarily on lecture materials, assigned readings and additional documents will be provided through the class website or through the USC electronic library system.

Required Course Articles:
(Students are responsible to retrieve these articles from our Blackboard site)

Managing Multicultural Teams
Brett, Jeanne; Behfar, Kristin; Kern, Mary C.
Harvard Business Review, Nov 2006, Vol. 84, Issue 11, pg 84-91

The Discipline of Teams
Katzenbach, Smith
Harvard Business Review, Jul/Aug 2005, Vol. 83, Issue 7/8, pg 162-171

What Makes a Leader?
Goleman, Daniel
Harvard Business Review, Jan 2004, Vol. 82, Issue 1, pg 82-91

The Passive-Aggressive Organization
Neilson, Gary L.; Pasternack, Bruce A.; Van Nuys, Karen E.
Harvard Business Review, Oct 2005, Vol. 83, Issue 10, pg 82-92

The Great Intimidators
Roderick M. Kramer.
Harvard Business Review, Feb 2006, Vol. 84, Issue 2, pg 88-96

Actionable feedback: Unlocking the power of learning and performance improvement.
Cannon, Mark and Witherspoon, Robert
Academy of Management Executive, 2005*,* Vol. 19, No. 2, pg 120-133

Becoming the Boss
Hill, Linda.
Harvard Business Review, January 2007, pg 48-56

Recommended Textbook and Journals:	ISBN: 978-0884271789 Title: **The Goal: A Process of Ongoing Improvement** Author: Goldratt, Cox Publisher: North River Pr; 3rd Revised edition (July 2004) *(This is recommended for those students who have limited insight about industry, especially the how industrial engineering skills can be used)* **Harvey Mackay.** *Columns.* Retrieved Dec 26, 2011 from http://harveymackay.net/ **Lessons in Leadership.** *The Wall Street Journal, Leadership.* Retrieved Dec 26, 2011 from http://online.wsj.com/public/page/lessons-in-leadership.html **The Art and Science of Leadership, A complete guide to leadership.** *Big Dog & Little Dog's Performance Juxtaposition*. Retrieved Dec 26, 2011 from http://www.nwlink.com/~donclark/leader/leader.html
Prerequisites and Other Requirements:	- No prior courses - Competency in undergraduate level mathematics - Capable of preparing professional papers and presentations in the English language using proper citation - Ability to produce documents in MS PowerPoint - Access to a computer with a web camera, microphone and speakers/headphone - Access to watch television episodes or streamed from web content. Specific content may include NBC's "The All-Star Celebrity Apprentice" episodes starting on 3/3/13 at 21:00 http://www.nbc.com/the-apprentice/ - All presentations will be saved to a student USB thumb drive/memory stick which the student/team will use during their presentations as backup. Student/teams may also option to utilize their own laptop. - Student responsibility to understand materials/subjects covered in class, meeting all due date.

Introduction and Purposes

- **Objective:** To prepare those to be successful leaders of technical engineers who will provide direct value to their organization and their team.

- **Description:** This course will provide the student with several foundational aspects to prepare or enhance skills that are expected of those leading technical engineers. These elements will include:
  - o Understanding makeup of teams; diversity and cultures, team roles, importance and contributions.
  - o Management tools to drive performance; infrastructure requirements to enhance team function, measurement, virtual team considerations, accountabilities, facilitation.
  - o Leadership traits for enhancing teams; situational leadership, styles, understanding conflict, identifying and resolving team dysfunction.
  - o Self understanding; emotional intelligence, value to organization, value to your subordinates.

- **Approach:** This course introduces the role of team management and development using both in person and remote virtual teams using the class environment, lectures, readings and active class participation. The foundation of this course is to prepare those to either become or understand their role as a leader of engineering teams, thus learning must be accomplished by involvement. This will include role modeling, various exercises and constant communication and interaction. Supporting this approach, multiple presentations will be threaded in the assignment along with rotation of leaders. In pursuit of this goal, to the extent possible, the course will use a collaborative learning approach; meaning participation in class is critical to everyone's learning experience. The instructor then functions more as a facilitator to accomplish this goal. Due to the vast multi-cultural differences within global organizations, this course will take the approach to utilize examples and techniques from an American Fortune 500 company perspective.

Course Presentations

The course relies heavily upon student interaction. One way to achieve this is through in class group/team presentations. It is the instructor's belief that learning is best done in a collaborative environment. All students bring value to the learning experience of others.

1. Presentations and reports will be submitted on PowerPoint as a "slide show".
2. Naming convention of files;
   ISE-544_TAKEDA_assignment#_studentlastname
   Example: In week 3, your first assignment is to create a 2 page type Facebook profile of yourself. Assuming your last name is Smith, the file name would be:
   ISE-544_TAKEDA_01_Smith.ppt
3. Team Presentations will be no more than 5 minutes in length unless advised otherwise. Individual presentations will be no more than 2 minutes in length unless advised otherwise. Individual presentations following first team presentations may be required to include embedded voice narration.
4. PowerPoint formatting:
   a. Title page; required on all assignments, centered text, no page number but set as page number 0, Font; Arial 20
      i. Assignment name and number
      ii. An optional personal title
      iii. Your name or Group name with the Group Leader name and team member names
      iv. Professor Kazuo Takeda
      v. Assignment due date

    b. Content pages; Start with page number 1, Font; Arial 12 – 20
    (this requires you to have the title page as page number 0 found under Design, Page Setup, Number slides from: 0 and Insert, Header and Footer, Slide number -checked, Don't show on title slide – checked.)
    c. Transitions between slides are to be built into the presentation.

5. Optional embedded narrative audio is encouraged but must automatically start with the presentation. Audio file should be saved in lower quality, small size format.

6. Assignments and presentations are due before Noon, <u>ONE</u> days prior to the class meeting <u>or</u> stated due date and posted into Blackboard under the respective assignment. If there are challenges with the upload, first check that the file name is supported by Blackboard. If file uploads are still challenged, send a copy to the class T.A. and/or Grader by email. Email time stamp may be used as proof of delivery time.

7. Presentations will be consolidated by the T.A. and/or Grader into one master presentation. Order of presentations will vary. Students are expected to provide a USB thumb drive/memory stick of their presentation as backup. Student/team may also option to run presentation from their students laptop, although it is encouraged to use submitted presentation by default to save time in transitioning to the student laptop.
    a. Student laptop presentations are assumed to have been confirmed by student/group to have full functionality with the classroom A/V systems (both video and audio). Delays in setting up a student laptop may result in point deductions to that assignment presentation.

8. Use of any material (including audio/video/photo) outside of our class materials that was not created by the student/group within any assignment must have proper citations. Examples of various citation options can be found at http://libguides.usc.edu/citation or http://www.bibme.org/. Any proper citation format is acceptable (APA, MLA, etc.) with citation noted either in the page footer or within the appendix.

9. Late assignments will receive a point 0.1 point deduction for each hour late up to 1.0 point deduction for each 24 hours past the due date using the Blackboard submission time. Late submissions will also require student or team leader to provide their presentation on a USB thumb drive/memory stick for class presentation.

10. All presentations will require a hard copy for instructor which is due at start of class.

Course Schedule, Obligations and Assignments

<u>Class discussion of reading assignments</u>
Your principal reading obligation is to keep up with the assigned chapters and articles within the course study outline contained in this syllabus. In addition, you are asked to follow current leadership issues reported by the media. Class attendance is expected and participation (individually and in groups) will be evaluated on its contribution to the learning process.

Course reading assignment titles will be abbreviated as
- **TH** for Title: **The Team Handbook Third Edition**
- **5D** for Title: **The Five Dysfunctions of a Team: A Leadership Fable**
- **1M** for Title: **Leadership and the One Minute Manager**
- **RCA** for titles noted in Required Course Articles

Class Schedule

1. 1/14/13 – Introduction and course overview
    a. Pre-class reading: None
    b. Due: Nothing
    c. Instructor Presentation:
        i. Introduction and coarse overview
    d. Student Presentations:
        i. Individual introductions
            1. Name
            2. Hometown

      3. Description of your immediate family (number of siblings, parent's current job and position, etc.)
      4. Unique challenges of your childhood
      5. Favorite hobbies
      6. The worst job or task you experienced

2. 1/21/13 – No Class (MLK Holiday)

3. 1/28/13 – Team Roles
    a. Pre-class reading:
       i. **TH** – Appendix A, Introduction, Ch. 1
       ii. **5D** – Introduction, Pg 185-190
       iii. **1M** – Introduction, Pg 46-47
       iv. **TH** – Ch 2
    b. Due:
       i. Complete Jung Typology Test at: http://www.humanmetrics.com Print your results and bring to class.
       ii. Assignment 01: 1 to 2 page "Facebook" type profile to include:
         1. Your name and photo
         2. Typology Test profile
         3. Hometown and country
         4. Undergrad university
         5. Current major
         6. Description of your immediate family (number of siblings, parent's current job and position, etc.)
         7. Unique challenges of your childhood
         8. Favorite hobbies
         9. The worst job or task you experienced
       iii. Assignment 02: 1 page explaining 'your' personal definitions of 'leadership', 'team' and 'management'
    c. Instructor Presentation:
       i. Review of course reading assignments
       ii. Humanmetrics, Typology, Myers/Briggs exercise
       iii. Agenda and Action Item Log overview
       iv. Selecting a team

4. 2/4/13 - Team Techniques
    a. Pre-class reading: **TH** – Ch 3 pg 3-1 to 3-41, Ch 4 pg 4-1 to 4-7
    b. Due:
       i. Selection of your team by instructor (ETA for posting in Blackboard: Friday evening before class)
       ii. Assignment 03: Prepare an introduction of your team for the class. Describe each member's strength to the team. It is encouraged to use typology codes for each team member in the overview. Team Leader will also recap process and AAR (After Action Review). AAR will highlight what went well, what can be improved and leader learning's.
    c. Instructor Presentation:
       i. Review of course reading assignments
       ii. How to make a decision exercise
       iii. Discussion and selection of 'problem'
    d. Team Presentation: Assignment 03

5. 2/11/13 – Team Leaders
    a. Pre-class reading: **TH** – Ch 3 pg 3-42 to 3-70
    b. Due: Assignment 04: Team presentation of three to five 'problem' topics.   Brief overview of each problem and how it was ranked to determine priority.   Team Leader will also recap process and AAR.
    c. Instructor Presentation:
       i. Review of course reading assignments
       ii. Virtual team meeting overview

        iii. Discussion on presenting/framing the problem for executive review
  d. Team Presentation: Assignment 04

6. 2/18/13 – No Class (President's Day)

7. 2/25/13 – Learning to work together
  a. Pre-class reading:
        i. **TH** – Ch 6
        ii. **RCA - Managing Multicultural Teams**
        iii. **RCA - The Discipline of Teams**
  b. Due: <u>Assignment 05</u>: Team 1 to 2 page presentation of 'problem' noting background, situation, options, recommendation and next steps. Team Leader will also present their Action Item Log, recap process and AAR.
  c. Instructor Presentation:
        i. Review of course reading assignments
        ii. Virtual team discussion and exercise (students encouraged to bring laptops to class)
        iii. Feedback and action planning
        iv. Discussion of team goal, how to take USC Engineering College into the top 10 rankings of US News and Reports
  d. Team Presentation: Assignment 05

8. 3/4/13 – Situational Leadership
  a. Pre-class reading: **1M** – pg 11 to 106 (don't stress, this is an easy read)
  b. Due: <u>Assignment 06</u>: Develop and present as your team goal how to take USC ISE department into the top 10 rankings of US News and Reports. Team Leader will also present their Action Item Log, recap process and AAR.
  c. Instructor Presentation:
        i. Review of course reading assignments
        ii. Determine situational leadership team definition assignment
        iii. Midterm review and instructions
  d. Team Presentation: Assignment 06
  e. Peer feedback on presentations
  f. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice" episodes starting on 3/3/13 at 21:00. Refer to http://www.nbc.com/the-apprentice/ for viewing details.

9. 3/11/13 – Dealing with Conflict
  a. Pre-class reading: **TH** – Ch 7
  b. Midterm
  c. Due:
        i. <u>Assignment 07</u>: Individual: Create an overview of your teams assigned situational leadership section using **1M** (some books have an example on page pg 68). Each team member will create their own one page overview of themselves and a most recent professional experience of one personal relative.
        ii. <u>Assignment 08</u>: Team will then create a 3-5 page presentation for their section using both **1M** and individual examples. Include individual 1-pagers as appendix pages that are not included in page count. Team Leader will also present their Action Item Log, recap process and AAR.
  d. Instructor Presentation:
        i. Review of course reading assignments
        ii. Group role playing with conflict
        iii. Team discussion on virtual tool assignment
  e. Team Presentation: Assignment 08
  f. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice"

10. 3/18/13 – No Class (Spring Recess)

11. 3/25/13 – Creative tools and techniques

    a. Pre-class reading: **TH** – Ch 8

    b. Due: <u>Assignment 09</u>: Presentation of a virtual tool.

        i. Team will take any prior assignment as a theme and demonstrate how it could be enhanced using a selected tool.

        ii. Include in appendix (not counted in time limit), two pages recapping your team reflection on your learning's about team presentations. Reflections pages should include an overview of their challenges, best practices and effectiveness in creating team presentations capturing elements from each team member.

        iii. Team Leader will also present their Action Item Log.

    c. Team Leader will also present their Action Item Log, recap process and AAR.

    d. Instructor Presentation:

        i. Review of course reading assignments

        ii. Mind Mapping

        iii. Consumer Report dots

        iv. Charts and graphs

        v. Prezi versus PowerPoint

        vi. Virtual collaboration tool examples

        vii. Team assignment selection

    e. Team Presentation: Assignment 09

    f. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice"

12. 4/1/13 – Understanding dysfunctional teams and engineering team basics

    a. Pre-class reading:

        i. **5D** – Part 1, pg 5 to 25

        ii. **RCA** - **What Makes a Leader?**

        iii. **RCA** - **The Passive-Aggressive Organization**

        iv. **RCA** - **The Great Intimidators**

    b. Due: <u>Assignment 10</u>: Create a presentation demonstrating the use of two of the techniques learned from TH – Ch 8 or session 11 discussions. Extra credit if team is able to demonstrate a 3rd innovative technique not discussed (citations required). Team Leader will also present their Action Item Log.

    c. Instructor Presentation:

        i. Review of course reading assignments

        ii. Lecture options

            1. Engineering department structures

            2. Consideration for sizing an engineering team

            3. Recruitment and hiring strategies

    d. Team Presentation: Assignment 10

    e. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice"

13. 4/8/13 – Understanding dysfunctional teams (continued) and management learning's

    a. Pre-class reading: **5D** – Part 2, pg 27 to 114

    b. Due: <u>Assignment 11</u>:

        i. Create an executive organizational chart of DecisionTech, Inc. as Kathryn arrived (turn in only)

        ii. Create an organizational chart of a 'real' company which you would like to work with. Minimum 3 levels, maximum 5 levels with a maximum of 15 positions total. Embed voice (other audio or video optional) into presentation and have this assignment as a slide show that will last no more than 2 minutes.

        iii. Create a factitious engineering job description for an entry position.

    c. Instructor Presentation:

        i. Review of course reading assignments

        ii. Lecture options

            1. Understanding the value of the manager and the engineer.

            2. What you learn from the good bosses and the challenged bosses as building your own leadership character.

            3. Do you know the name of our janitor?

            4. Influence and Power

        5. Importance of notes, follow up, communication
        6. Importance of team diversity
        7. Employee empowerment, who owns the work
    d. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice"

14. 4/15/13 – Understanding dysfunctional teams (continued)
    a. Pre-class reading: **5D** – Part 3, pg 115 to 170
    b. Due: <u>Assignment 12</u>: Describe leadership qualities that you value to replicate and others that you would not want to repeat. Give a brief explanation to describe the 'why'. Embedded voice (other audio or video optional) into presentation and have this assignment as a slide show that will last no more than 2 minutes.
    c. Potential Guest Lecturer Presentation:
    d. Instructor Presentation:
       i. Review of course reading assignments
       ii. Lecture options
         1. Managing up, down and across
         2. Importance of notes, follow up, communication
         3. Importance of team diversity
         4. Employee empowerment, who owns the work
       iii. Review of Final Team Report and Presentation
    e. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice"

15. 4/22/13 – Understanding dysfunctional teams (continued) and team performance
    a. Pre-class reading:
       i. **5D** – Part 4, pg 171 to 184
       ii. **RCA - Actionable feedback: Unlocking the power of learning and performance improvement.**
    b. Due:
       i. <u>Assignment 13</u>: Create a revised executive organizational chart of DecisionTech, Inc. based off of the end of the story.
       ii. <u>Final Report and Presentation</u>: Submission of proposed team final report based on any topic discussed within this course.
    c. Instructor Presentation:
       i. Review of course reading assignments
       ii. Lecture options
         1. Employee performance planning and review
         2. Preparation for performance planning and reviews
         3. Importance of setting expectations
         4. Additional virtual team best practices and considerations
    d. Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice

16. 4/29/13 – Understanding dysfunctional teams (continued) and advancing as a leader
    a. Pre-class reading:
       i. **5D** – The Model, pg 185 to 222
       ii. **RCA - Becoming the Boss**
    b. Due:
       i. <u>Assignment 14</u> 2 page re-explaining 'your' personal definitions of 'leadership', 'team' and 'management'. Embed voice (other audio or video optional) into presentation and have this assignment as a slide show that will last no more than 2 minutes.
       ii. <u>Assignment 15 Reflections:</u> 1 – 2 page review of what you found most valuable from this course.
    c. Instructor Presentation:
       i. Review of course reading assignments
       ii. Lecture options
         1. Engineer to Management
         2. Enhancing leadership skills in a 'safe' environment
       iii. Final team presentation instructions, maximum 10 min length

    d.   Pre-Class Viewing Discussion: NBC's "The All-Star Celebrity Apprentice"

17. 5/6/13 – No Class (Study Days)

18. 5/13/13 – Final 19:00 – 21:00
    a.   Team Presentation: Final presentation

Students are expected to frequently check announcements on the course Blackboard site and their email account for any schedule updates or changes.

Assignment Submission

- Some major course assignments, when directed by the instructor, will be submitted to the *TurnItIn* system. *TurnItIn* is a plagiarism-detection system that compares student submissions with other submissions, past course submissions, and information available on the Internet. Any submissions reviewed by *TurnItIn* and any that do not follow Academic Integrity standards will be referred to USC Student Affairs.
- To submit an assignment through the Assignment Manager or *TurnItIn* system, click the "Assignments" link on the left-hand side of the course website, find the appropriate assignment on the page, and click "View/Complete" for that assignment. After filling in the appropriate fields and uploading the completed assignment, click the "Submit" link.
- To confirm your assignment was received, go to "Tools" > "My Grades". All your submissions (and grades) will be recorded here, if you do not see a link to a "score" or a "!" symbol, your submission did not go through. In particular, a "padlock" symbol means your submission has not yet been completed (if you see a "padlock", you have not yet submitted the assignment). If you have any technical issues with the submission process, email the TA immediately.
- All work submitted by a student and/or group/team must include citations for any element that is not an original creation of the student. This includes all audio/video/photo's etc.
- If assignments are submitted after the due date and time, they will receive a penalty of 0.1 for each hour up to 1.0 point for every 24 hours. Submissions over five days past due will receive zero credit.
- All submissions will be in Microsoft PowerPoint (.ppt or .pptx) format unless otherwise advised. If you need to use a Microsoft Excel table or Adobe PDF images, please copy or insert these images into a PowerPoint document.

Grading

Assignments (5 points each)	70
Class Participation	10
Midterm	10
Final Report and Presentation	10
Total	**100**

Grades will be based on the following:
- A   > 95%
- A-   > 92%
- B+   > 88%
- B   > 84%
- B-   > 80%

- ■ **Assignments** will be graded based on thought, originality, expression, depth, quality, as well as number and quality of references, and amount of new information (information is not simply repeated from lecture) when applicable. Each assignment is worth 5 points with the top 14 selected, 1 lowest score will be discounted. Late submissions will receive 0.1 point deduction for each hour late up to1.0 point deductions for each 24 hour cycle and will be expected to have all materials and presentations handed in separately. Presentations will be on USB thumb drive or on student personal laptop for display.
  - o Team presentations will be graded as a 'team'. Team leader has ability + or – points based on total team performance. Presentations must address assignment call outs, formatted to compliance of syllabus, meet presentation time requirements, utilize proper citations, etc.
  - o Team members will rotate as team leader keeping balance within one presentation.
  - o Team leader will have added responsibilities which can result in possible bonus or deduction points only for the team leader. These elements may include the following:
    - ▪ Facilitating members action items/assignments
    - ▪ Facilitating group/team synergy and participation
    - ▪ Assuring that any technology used will function without delay during presentation when utilizing a personal laptop
    - ▪ Presenting instructor copy of presentation at start of class
    - ▪ Introducing assignment presentation (team/group name and team leader noted on the presentation title slide)
    - ▪ Summarizing assignment presentation
    - ▪ Recapping team assignment processes with appendix PowerPoint slides to include:
      - • Documenting processes which team went through to complete assignment
      - • Presenting team Action Item Log (AIL) (starting on assignment 5)
      - • Recapping team results using an After Action Review (AAR) format to highlight what went well, what can be improved and leader learning's
- ■ **Attendance** is not part of the course grade. However, participation either in the classroom or on the discussion board is incorporated into the course grade. Participation will likely improve the chances of a student receiving the higher grade if the student is on the bubble between two grades.
- ■ Class participation which is not administrative (e.g. questions regarding assignments) in nature is 10% of your overall grade. Elements of **participation** in the course may take different forms.
  - o During class. Comments, additions and discussion participation.
  - o *Discussion Boards* (see Discussion Boards in syllabus for more details) on BlackBoard.

- o Virtual participation by use of remote or embedded audio/video.
- ■ The **midterm** will be in class. Exam will recap current readings and lecture topics presented to date to demonstrate student's knowledge and understanding of material and concepts. Forty minutes will be set aside during the assigned class session for students taking the exam in person.
- ■ The **final project** is a written report and oral presentation on a topic selected by team and **approved** by instructor, which will demonstrate student's knowledge and understanding of multiple materials presented in the course.
  - ● Report (full PowerPoint presentation, format guidelines will be provided)
  - ● Presentation (10 minute PowerPoint presentation, given in-class)
- ■ **Bonus or Extra Credit** points may be given for exceptional accomplishments and are purely at the discretion of the instructor. Consideration for points include following all instructions and Attention to Detail (ATD), early submissions, use of creativity/invention, etc. Additional class extra credit options can be requested after mid-term grades are posted. If approved, it would be made available to all students.

Discussion Board and Questions

- ■ Discussion board threads will be created for multiple lectures/topics and for each assignment in the course.
- ■ Please check the discussion board frequently.
- ■ If you have a question from that lecture or on the assignment from that lecture, post your question to the discussion board within the corresponding thread.
- ■ If you don't receive a response or your question is not sufficiently answered, only then should you email the professor and TA. Having questions posted to the discussion board not only reduces the number of duplicate emails we have to answer but also ensures that the information we provide is available to all students.
- ■ General discussion board contributions that are not administrative in nature can be a consideration for student participation points.

Student Expectations

- ■ Students are expected to be able to use the following tools in order to upload and download their assignments, obtain pertinent course information, and participate in class discussions.
  - ● On-campus students: Blackboard, MS PowerPoint with ability to include a voice narration audio track.
- ■ Students are expected to cite any submitted work that is not their own and outside of the materials, readings, textbooks posted with this course. Examples of proper citation format and resources can be found at http://libguides.usc.edu/citation
- ■ Students are expected to follow the standards of appropriate online behavior. The protocols defined by the USC Student Conduct Code must be upheld in all aspects of class. Examples of inappropriate online behavior include but are not limited to:
  - ● Posting inappropriate material
  - ● SPAM to the class
  - ● Online flaming
  - ● Offensive language
  For more information, please visit http://www.usc.edu/student-affairs/SJACS/
- ■ In the event of any technical breakdown, students are expected to contact the TA ASAP by email or text message.

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.

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, contains the Student Conduct Code in Section 11.00 (http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/). 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/.