



DSO431: Foundations of Digital Business Innovation August 15 2017 version

Fall 2017 MW 10:00am-11:50am BRI202A

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Course Description

This is a class for you as a manager to know what are the current and upcoming ways in which firms are strategizing to innovate with digital technology. You will learn the basics of digital technology from a business perspective, followed by the basics of strategizing with digital technology, followed by current and future technology disruptions to industries and firms. This course will help you prepare for a variety of different jobs including: technology consultant, business analyst, and any job in which you want to help your firm stay competitive with technology. In this class you are a manager/CEO – not a techie, not a consumer, not an analyst, not a sales person.

Learning

Gartner studies show that by 2017, half of all businesses will integrate digital innovations into their operating business models, and by 2019, 83% of businesses will compete based on a digital business model. Don't be left behind!

- 1) Be able to understand what is a digital business model.
- 2) Be able to understand key technology components of a digital business from a business perspective: ERP, CRM, Web 2.0, API, EDI, SOA, platforms, block chain, SaaS, IaaS as examples
- 3) Be able to understand how to strategize with digital technology in mind
- 4) Be able to describe case examples of organizations using various digitally-enabled strategic initiatives and different management design decisions to ensure their success.

Readings (BRING READINGS TO CLASS):

Reading of all material and jotted down answers to questions is due by date on syllabus. You should **CRITICALLY THINK** about the reading, i.e., learn the content, then be able to describe the content in your own words, with the examples described in the text, details, and being able to argue pros and cons.

Bring reading material to class on day reading due since we'll be referring to it.

Text (in addition to Blackboard): Rainer, Prince, *Introduction to Information Systems: Supporting and Transforming Business*, 2016 6th Edition. Wiley Publ. You may go to coursesmart.com and use the e-book version. No other editions permitted.

Prerequisites and/or Recommended Preparation: none

Grading Policies:

Grading is based on the following:

Participation (check, check minus, check plus per day)	10%
Weekly Application Writing Assignment (check, check minus, check plus)	10%
Case or article discussions (check, check minus, check plus)	20%
Midterm (% correct)	20%
Group Presentation on Future Disruption (check, check minus, check plus)	20%
Final Report on Future Disruption – Individual (% points)	20%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a (B). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points.
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

In-Class Expectations/Participation

In the spirit of Marshall's move to experiential and critical thinking experiences in the classroom, I will try this year to do minimal lecturing. I have identified discussion questions that we will focus on during the class. Please come prepared to: a) ask substantive questions you might have about the reading, and b) enter into a discussion about the questions. As with all Marshall electives, attendance is expected so that if you miss (or are tardy) for 5-9 classes, your final grade is reduced. Some students have asked how they earn an A in participation. Here are some suggestions if you need them:

- Illustrate how you have done the reading by knowing answers to the reading material,
- Suggest connections indicating you have read the material before hand (i.e., critical thinking)
- When I ask students to work in small groups, you report out from your small group
- Take notes during class
- Not look like you are doing the reading as the material is being discussed in class
- Speak from notes you have taken on the reading, not from the material itself.
- Accept responsibility when your grades are not as high as you would like and show genuine interest in understanding what you need to learn

To clarify, participation is NOT attendance. It is whether you ask substantive questions from the reading, answer questions associated with the reading, discuss the question, speak from notes you've taken rather than the original material, take notes during class, report out from your small group, suggest connections illustrating critical thinking. If you're not sure what is critical thinking, the critical thinking hierarchy is posted at the end of your syllabus. To illustrate, for each session you can gain 1 participation point. The way I track how you participated is that I have a piece of paper with your photos on it, and I write a check for each person for that day who participated. To receive a participation grade for a session, you need to participate at least once. You don't receive more points if you participate more times in a session. Ideally, in a session, all 30 of you would participate. Please note that if you have participated and then turn yourself off (meaning you violate the tech use policy, or you stop paying attention), your participation point will be removed.

Weekly Application Writing Assignment:

Once a week, prepare a 2-paragraph assignment uploaded to Blackboard. The first paragraph is describing in some detail about a particular business practice you learned about to help a company remain innovative or to create disruptive digital innovation in the industry. An example practice is how ERP is used in companies, or how an API might be used in a company. Technology is not a practice; it's how its used in a company that is the practice. In the second paragraph, you describe how you could apply this practice to a company NOT ALREADY DISCUSSED IN CLASS OR READING MATERIAL. If you don't know a company, pick one you have intimate (i.e., you know how the company works from the inside) knowledge about such as USC Food Services, Chipotle, or an airlines. Show how you would apply this practice to explain how the company either currently does its work well, or how it could do its work better if it used this practice. The assignment will only be seen by the professor and TAs, not by other students. Indicate the week the paragraphs are for. The paragraphs must be completed by Friday 5pm of that week to get credit; anything later will not be graded. To find where to upload the assignment, go to Blackboard → Tools → Application Assignment. Assignments are given a check-plus if the paragraphs describes a specific practice or suggestion, a case that was covered, facts from the material, and how it would be applied in a specific context with examples, illustrating both specificity (e.g., using facts from material discussed), and critical thinking (i.e., going beyond what is said in the materials, showing an ability to abstract, conceptualize, synthesize, apply.). A check is given if you have met some of these criteria but not all. Check-minus is if the material covered is vague and it is not clear from the material written that the reading has been completed.

Leading Discussions:

The class roster will be divided into 6 different discussion leadership cohorts. You will be asked to read or find something, and then answer a question about it in a way that will lead a discussion. You will turn in your preparation work on the day due.

Group Presentation and Individual Final Report on Future Disruptions

In the final project you will develop a digital innovation and transformation strategy for a distinct company. **We expect you to learn about the technology, capture the digital status quo of the respective companies in the industry referenced, identify a company you want to help currently in that industry, then derive a digital innovation and transformation strategy with which the company can benefit from the technology to put it in a strong market position.** You will first work on this project in teams, prepare a presentation in PPT- format and deliver this presentation in the last session to your classmates and the instructors on the last day. A hard copy of the PPTs are due at the start of the last class. Your team will receive feedback on your PPTs. Then INDIVIDUALLY, you will prepare a 3-page memo describing your strategy; avoid plagiarism among team members. The following options are available:

- The application of IoT platforms for the hospitality sector
- The application of Bioprinting for the health care sector
- The application of Alternative energy sources for the automotive sector
- The application of Drug discovery in pharmaceuticals sector
- The application of blockchain in industrial supply chain sectors
- The emergence of a sharing economy for any sector involving direct consumer sales

Final Assignment

The Final Paper, per USC policy, will be due on the final exam due date. It is USC policy to not allow for finals to be taken at any other time than the scheduled time, with exceptions granted only by the Department Chair and Dean. If you have need for an exception please consult them directly. This paper, if done well, will be useful as a sample of your digital innovation knowledge for recruiters, so add it to your website and Linked In profile. **See Final Exam Rubric and Instructions posted on Blackboard.**

DSO431 Fall 2017 COURSE CALENDAR/READINGS/CLASS SESSIONS

Week 1: M8/21 and W8/22: Introduction

Session I. Learning Objectives: Expectations of class, digital transformation and innovation in your life

In-class Activities:

1. Learn syllabus, get assigned discussion groups,
2. get-to-know-you exercise,
3. pre-test on terms (who knows what),
4. What happened to Kodak?
5. Show Gartner and Forrester.
6. Show Gartner Hypecycle; have them find something in the hypecycle and explain it to others.

Assign everyone to one of 3 cases in Building your Digital DNA.

Explain final assignment

Introduce the notion of Discussion Leading Cohorts indicating where they sign up on a wiki.

Video: Shift Happens Discussion: How is shift happening in your life? In Businesses you come in contact with. Also, assign case reading for Wed's class in "Building Your Digital DNA"

Preparation: obtain text

Session II. Learning Objectives: What is Digital Transformation and Digital Business Innovation and Digital Business Leadership

Take-away Business Practices: digital transformation focused on revenue not operations; digital business innovation is continuous; facets of digital business leadership

In-class Activities: How can you be a leader? Sharing case from Digital DNA reading in small groups. Facebook, Marks & Spencer, Evening Standard

Preparation: 1) Text chapter 1

(Questions: As you are reading Text Chapter 1, do following: 1) make a list of ways in which information technology can affect managers and non-managerial workers; 2.

What are positive and negative societal effects of the increased use of information technology? Compare your answers to p27. How are your answers different?

2) "Building your Digital DNA" on BB: read pp 1-10, + pp36-38 + Read one of the cases assigned by teacher on Monday, with questions: what did the case do to illustrate digital leadership? What other actions may be necessary?

OPTIONAL DUE FOR FEEDBACK: Fri 5pm: Weekly Application Writing Assignment

Week 2: M8/28, W8/30: Fundamental Business Technologies Underlying Digital Transformation: Basics

Session I & II. Learning Objectives: What does business mean when they use the following terms: IS, IT, IT infrastructure, IT services, software, network, procedures, application, architecture, servers, network, client/server computing, portals, computer network, distributed processing, DNS, enterprise network, network server, Ethernet, extranet, HTTP, Internet, Internet backbone, Internet Protocol (IP), IP address, ISP, intranet, LAN, portal, router, servers, TCP/IP, URL, WAN, WWW, thin client, Moore's law, fat clients, application software

Session I: lecture

Session II:

In-class Activities:

Divide into groups. Pick a company from the list and do some research about the IT infrastructure in the company. Companies include: Google; Facebook; Amazon; Microsoft; Apple; Adobe; Walmart; Snapchat; LinkedIn; YouTube

1. Why do you think they have the IT configurations for the company?
2. What might be some pros and cons of the IT they are using?

Special Speaker: Ashley Morris, KPMG Advisory: “Walking through a Technology-Business Consulting Assignment”

Take-away Business Practices: Server architectures form the backbone of business affecting speed, scalability, and flexibility of a business’ revenue capability; back-door and front-door applications need each other. How leadership affects IT choices, technology levers for change

Preparation: Chapter 6 and re-read Chapter 1 for business meanings of above terms + Tech Guide 1 &2 to be able to know the list of terms and what they mean for managing digital transformation? What are technology levers for change?

Friday 5pm: **Weekly Application Writing Assignment**

**Week 3: 9/4(Labor Day-no class) W9/6:
Fundamental Business Technologies Continued**

Learning Objectives: what is TPS & FAIS

In-class Activities: look for examples online for different types of FAIS; lecture on FAIS

Take-away Business Practices: All firms need TPS; All firms should have an inventory of EVERY FAIS; each FAIS is unique to its own needs; know why. To figure out if you have the right TPS, you need to know your data/information/knowledge hierarchy

Preparation: Chapter 10 on TPS/FAIS (Textbook p.13-15 & p.295-305) Also, read the Knowledge Management section (Textbook p.145-147)

DISCUSSION LEADER COHORT 1: Each of the 5 people in Cohort 1 finds their own case of a FAIS and how it is used in a company. Be able to describe the data/information/knowledge used, and what decisions are made with the data/information/knowledge and why. Ask students in the discussion to expand on your answer. Turn in the case, and your notes for your answer.

Friday 5pm: **Weekly Application Writing Assignment**

Week 4: M9/11, W9/13: ERP/CRM (Speaker Nitin Vasant Kale)

Session I. Learning Objective: what is the problem with FAIS? What is an ERP?

In-class Activities: hands-on simulation without an ERP; lecture on ERP

Take-away Business Practices: FAIS need some form of integration with ERP

Preparation: Chapter 10 on ERP: Textbook p.305-315

Session II. Learning Objective: What does an ERP look like? What else needs to be in place in the business to use an ERP?

IN-class Activities: Hands-on use of an ERP

Take-Away Business Practices: need for standards, global templates, jobs focused on integration when using ERP; add-on software for ERP; other FAIS still needed

Preparation: Read Challenges of Implementing Vanilla Version of ERP: Q: What are organizational requirements for ERP to be used effectively?

COHORT 2: find other cases that illustrate What are organizational requirements for ERP to be used effectively?

Friday 5pm: **Weekly Application Writing Assignment**

Week 5: M9/18, W9/20 IS Security

Session I. Learning Objective: What are the possible security threats? Different types of security breaches

In-class Activities: Dark Web video; bit torrent, discuss cases in reading

Take-away Business Practices: security threats are more likely from inside than outside

Preparation: Chapter 4

Session II. Learning Objective: Technology and NON-Tech ways to reduce breaches

In-class Activities: Review ISACA, Infragard; review corporate security policies online

Take-away Business Practice: reducing breaches is a continuous process; reducing breaches starts from inside the company, not external

Preparation for Class Discussion Qs:

1. A critical problem is assessing how far a company is legally obligated to go in order to secure personal data. Because there is no such thing as perfect security (i.e., there is always more than you can do), resolving this question can significantly affect cost. a). When are security measures that a company implements sufficient to comply with its obligations? b). Is there any way for a company to know if its security measures are sufficient? Can you devise a method for any organization to determine if its security measures are sufficient?
2. Software piracy is a global problem. Access the following websites: www.bsa.org and www.microsoft.com/piracy. What can organizations do to mitigate this problem? Are some organizations dealing with the problem better than others?

COHORT 3: find a case that illustrates a company doing a great job at protecting data security from both a technical and a human perspective. Be prepared to explain what they're doing to your discussion group and ask students to discuss which types of firms could use the same types of practices.

Friday 5pm: **Weekly Application Writing Assignment**

Week 6: M9/25,W9/27: Now that you know the fundamentals, its time for strategy

Session I&II. Learning Objective: Value Chain, Competitive Forces Model; Environmental Scanning Wheel; What is a digital transformation initiative (sometimes called strategy)? What are factors you examine to create one? What are metrics of success? What is a business model of the company? How to implement a business strategy? How do a SWOT? How use Marshall Electronic Resources to devise a business strategy?

Session I: Lecture

Preparation: Chapter 2 (be sure an know EACH of the figures in Chapter 2 and one of the case examples used in Chapter 2 for EACH figure), on BB: "SWOT Analysis" (Q:How to apply SWOT to the Porter 5 forces), "7-S model" (Q: how to apply 7S for strategy implementation)

Session II

Take-away Business Practices: A range of strategy tools are needed to create and implement a business strategy

Preparation: "8 essentials of innovation" in Gartner Business Strategy; "Measure what matters"

In class Activities:

COHORT 4: Find your own case of digital transformation OR use case posted in BB (Danisco). Question: What is the company's business model during the transformation? What is the digital transformation initiative? What is the expected outcomes from the initiative? What are metrics of success? Do a SWOT for the case indicating why the transformation was a good one?

Friday 5pm: **Weekly Application Writing Assignment**

Week 7: M10/2: Strategy continued

Learning Objective: Be able to apply business strategy material

In class activities: case discussion of business strategy; exercise with Marshall Electronic resources.

Preparation: On BB: “Decisions to make for a Digital Transformation Strategy 2 pager” & “Era Of Sustainable Competitive Advantage Is Being Replaced” (Q: How do we modify the 5 forces model for a world of no sustainable competitive advantage?) & “Lego” case (Q: How does the case illustrate the application of flexible innovation strategy from “Era of Sustainable Competitive..” & “Decisions for digital transformation?”),

Business Practice Take-aways: need to constantly environmentally scan for changes in a business strategy; need to understand not just a strategy, but how to implement it

COHORT 5: Find your own case. Question: how does the case illustrate the application of flexible innovation strategy? How does the case illustrate decisions needing to be made for digital innovation?

Week 7 (cont): W10/4

Special Invited Guest: Ted Ross, Chief Innovation and Information Officer for the City of Los Angeles: The city’s strategy for digital transformation

Preparation: Q: As a City resident, what questions do you have for him about the digital transformation you WANT to see?

Friday 5pm: **Weekly Application Writing Assignment** explicitly about what was learned from the speaker as a business practice you can apply

Week 8: M10/9 Midterm

Week 8 (cont): W10/11:

Special Invited Guest: Yu Guo
Deep Learning and AI: Preparing for the Data Strategy of Tomorrow

COHORT 6: Find a case where deep learning is used in business

Friday 5pm: **Weekly Application Writing Assignment** from the speaker

Week 9: M10/16: Big Data and Information Governance

Learning Objective: Cloud Computing, IAAS, SAAS, PaaS, data governance, big data, knowledge sharing, data warehouses as a form of integrating ERP with other FAIS

In-class activities: Review AWS offerings

Divide class into 5 groups. Each group gets one of the following assignments:

- 1) What is IBM Watson as an example of SaaS & IaaS:
www.ibm.com/cognitive/businesscoach/about-watson/watson-under-the-hood (explain this; all class will see the video first)
to explain what Watson is, what is cognitive computing, what is NLP, how does Watson work
- 2) Use cases of Watson in business
- 3) How a chat box works and can be created: www.ibm.com/watson/developercloud/conversation.html
- 4) Sample uses of BlueMix

5) other vendors of cognitive computing besides IBM and uses
 Then during class we'll have a round robin "share fair" where each group leaves one person at their area, and the rest of the team goes off to see another area. This lasts for 10 minutes. Then we blow the whistle and more rotation. 10X5 --> everyone knowing about cognitive computing
 Last 15 minutes summary discussion about: 1) What is cognitive computing, its uses in business
 2) What is information governance?

Take Away Business Practices: Components of data governance

Preparation: Read Chapter 8 and Tech Guide 3 and Audi case. What are the different forms of cloud computing, when would you use them.

COHORT 1: Pick a posted case (Lufthansa 2 pager & full case) or your own case to describe information governance

Friday 5pm: **Weekly Application Writing Assignment**

Week 9 (cont): W 10/18: Data Strategy: Open & Monetizing Data

Learning Objective AT&T government open data; federal government open data,
 In-class activities: Find examples on www.programmableweb of different ways in which a company you know of mashes together data from different sources. Facebook, Yahoo Weather, Google Maps, OpenStreetMap, Instagram, AccuWeather

Students compile a List of sources from which data is obtained for businesses. Practice creating mashup data. Then practice deciding what data to monetize

Business Practices: ways to monetize one's own data; strategizing ways to combine open data sources from elsewhere to create more value; components of a data strategy

Preparation: Data Monetization case

COHORT 2: Find a case describing how data is monetized in ways other than advertising (unless you have an insider's view of Google or Facebook about how in detail they monetize advertising)

Week 10: M 10/23: B2C/C2B Business models

Special Invited Guest: Tracy Park, independent proucer of animated films

Learning Objective: Applying your knowledge of strategy to various business models, Web 2.0

Business Practice take-aways: Bitcoin as one of many future cryptocurrencies; need to avoid channel conflict; need to offer what others are not; future of mixing offline and online; B2B Exchanges, Web 2.0 (and web 3.0) future

Preparation: Chapter 7 and on BB: "Top Emerging Technologies for B2C Marketers"

COHORT 3: find a case that illustrates omnichannel retailing or use posted one

Week 10 (cont) W 10/25 B2B Business Models

Learning Objective: B2B exchanges and platforms as business model

Business Practice take-aways: components of a B2B exchange

Preparation: Text: Chapter 7 again; Forrester—Top five challenges for mapping B2B customer journeys;

COHORT 4: Find a case of a B2B platform or exchange, or use posted case (Schlumberger 2 pager & full case) and answer: how was the exchange structured, who are the players, why these

players, what type of digital technology is needed, what organizational requirements are needed for the exchange.

Friday 5pm **Weekly Application Writing Assignment** about the speaker

Week 11: M 10/30 Ecosystems

Learning Objective: Ecosystems

In-class activity Alibaba Exercise: Divide students into Small groups, each taking a different aspect of Alibaba, explain it to others, and then we discuss how it fits together. Discuss other ecosystems: current and future

Business Practice take-aways: How to create an ecosystem

Preparation: On BB: “Gartner--Eight dimensions of business ecosystem”

COHORT 5: Find a case or use the case posted (Bank ID) to answer: what is the ecosystem, who are the players, why these players, what type of digital technology is needed, what organizational requirements are needed for an ecosystem.

Friday 5pm: **Weekly Application Writing Assignment**

Week 11 (cont): W11/1 Flexible architectures in complex organizations

Learning Objective: EDI, EAI, SOA

In-class activity: Class discussion of Australian Retailer

Business Practice Activity: Digital Transformation of the future requires ERP, Open Data, and services.

Preparation: All on BB: 1. SOA vs EAI vs ES 2. SOA Definitions and Solutions. 3. Enterprise Architecture at Australian Retailer

Friday 5pm: **Weekly Application Writing Assignment**

Week 12: M11/6 Special Invited Guest:
Capital Group Vice Presidents of Digital strategy and IT
Using a Flexible architecture to digitally innovate constantly in Financial Sector

Preparation: Know what Capital Group does by looking on Marshall Electronic Resources, company website, and come with good questions about digital transformation

Friday 5pm: **Weekly Application Writing Assignment** specifically about the speaker

Week 12: W11/8 Open Innovation and Crowdsourcing

Learning Objective: what is open innovation and crowdsourcing and how to manage them effectively

Lecture

In-class activity:

Explore websites *OpenIDEO.com* and *Kaggle.com*, try to submit at least one solution to a challenge, and show the class which challenge you have selected, and what is your answer.

Preparation: on BB: Innovation Failures; How to benefit from (too) many great ideas; Forrester—A systematic approach

Business Practice Take-away: Digitally transforming firms are opening up their innovation

<p><u>Week 13 M11/13 Open Innovation cases from Accenture + “Contingent Workers”</u></p> <p>In class activity. Divide students into groups. Each looks at OpenWork, M-Turk, Uber, Lyft, Airbnb, ParkingPanda, Amazon Flex</p> <p>COHOTR 6: Find a case describing how a company is doing open innovation in detail or use the posted P&G case. Which parties were the focus of the “openness”? What part of the company was opened? How did they solicit external parties? All in the same way? Were there specific contracts or how else were external parties compensated/incentivized for their participation? Any particular tools were used?</p> <p>Preparation: on BB: Gartner: “When we are all freelancers without a boss”</p>
<p>Week 13 (cont): 11/15 Open Organizations: Threadless, HTT HBR case</p> <p>Guest Speaker: Mahilani Akiona, HR Director, HTT</p> <p>Learning Objective: New organizational forms</p> <p>In-class activity: Discuss Threadless and HTT cases</p> <p>Business Practice Take-aways: Exclusively Internet-based organizations no longer control their own boundaries and can no longer assume you can build and people will come; you need to entice them and manage the continuous innovation</p> <p>Preparation: on BB: Read about HTT case; learn what is Threadless.</p> <p>Friday 5pm: Weekly Application Writing Assignment about speaker and HTT</p>
<p><u>Week 14: MONDAY only Discussion of presentations, spend time preparing for presentation and Thanksgiving</u></p> <p><u>NO WRITING ASSIGNMENT DUE</u></p>
<p><u>Week 15: session I: Ethics of: unequal distribution of internet, Net Neutrality, fake data, employment; privacy</u></p> <p>Learning Objective: Know the highly controversial topics that digital technology is creating; know both sides of the argument; how as a manager will you respond for your company</p> <p>In-class activity.</p> <p>Preparation: Ethical Issues in Big Data Industry</p> <p>Be prepared to debate these ethical issues; How law firms and Google respond to cyberinfo requests;</p> <p>BB: “Perspectives on Big Data, Ethics and Society by the Council for Big Data, Ethics and Society”</p> <p>Business Practice Take-aways: know how to debate the issues in a future company</p>
<p><u>Week 15 (cont) Presentations (6 groups, 15 minutes each)</u></p> <p>Friday 5pm: Weekly Application Writing Assignment about ethics</p>
<p><u>Final Report Due: Dec 11th 10AM upload to Turnitin</u></p>

MARSHALL GUIDELINES

Add/Drop Process

If you are absent six or more times prior to the last day to withdraw from a course with a grade of “W”), I will ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. To avoid any appearance of violating this policy, do not use your device. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Use of smart phones are NEVER permitted in class. There will be in-class exercises where access to a laptop or iPad would be helpful; however, these are only permitted if email, IM, and website access is turned off, you have enough battery to NOT sit next to the wall, and you are able to look up as you take notes so that your participation is not harmed; otherwise look over someone else’s shoulder. Violation of this policy is determined at the instructor’s discretion and will be marked by the instructor. More than 3 violations of this policy will lead to an automatic reduction of a grade in your final grade. The instructor is NOT required to notify you if s/he believes the policy has been violated.

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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 your 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. For more information visit www.usc.edu/disability.

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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.

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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.

Marshall Academic Integrity

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Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail

Critical Thinking Rubric for Cases

Clarity	<ul style="list-style-type: none">• Could you elaborate further?• Could you give me an example?• Could you illustrate what you mean?
Accuracy	<ul style="list-style-type: none">• How could we check on that?• How could we find out if that's true?• How could we verify or test that?

Precision	<ul style="list-style-type: none"> • Could you be more specific? • Could you give me more details? • Could you be more exact?
Relevance	<ul style="list-style-type: none"> • How does that relate to the problem? • How does that bear on the question? • How does that help us with the issue?
Depth	<ul style="list-style-type: none"> • What factors make this a difficult problem? • What are some of the complexities of this question? • What are some of the difficulties we need to deal with?
Breadth	<ul style="list-style-type: none"> • Do we need to look at this from another perspective? • Do we need to consider another point of view? • Do we need to look at this in other ways?
Logic	<ul style="list-style-type: none"> • Does all this make sense together? • Does your first paragraph fit with your last? • Does what you say follow from the evidence?
Significance	<ul style="list-style-type: none"> • Is this the most important problem to consider? • Is this the central idea to focus on? • Which of these facts are most important?
Fairness	<ul style="list-style-type: none"> • Do I have any vested interest in this issue? • Am I sympathetically representing the viewpoints of others?