

**DRAFT IN PROCESS AS OF 8/25/2019**

**ACAD 181g: Disruptive Innovation**

**4 Units**

**Fall 2019, Mon, Wed 9:30 – 11:50 am**

**Location: IYH 211**

**Instructor: Philip H.B. More, Ph.D., CVA  
Professor Emeritus**

**Office: IYH 211**

**Office Hours: Mon and Wed by appointment  
preferably 8:30 - 9:30 am**

**Contact Info: [pmore@marshall.usc.edu](mailto:pmore@marshall.usc.edu) I will try to  
reply within 24 hours**

**IT Help: <https://iovine-young.usc.edu/ait/index.html>**

**Hours of Service: 8:30am - 5:00pm**

**Contact Info: [iyhelp@usc.edu](mailto:iyhelp@usc.edu), 213-821-6917**

**Course Description**

Critical approaches to social and cultural changes stemming from disruptive innovations in the arts, science, technology, communications, new media, politics and business. Open only to Arts, Technology and the Business of Innovation students. An introductory course for Freshmen that introduces the concepts of innovation, how it is created, used to make money in new and existing ventures, and how these activities affects society.

## Learning Objectives and Outcomes

- Be able to demonstrate an understanding of the differences between technology, invention, and innovation.
- Be able to distinguish between different forms of innovation
- Be able to demonstrate understanding of historical trends in the gales of creative destruction as discussed by key scholars
- Be able to articulate alternative frameworks for creating, avoiding, and competing with disruptive innovations
- Be able to describe the entrepreneurial mindset for making money
- Be able to articulate the risk vs. reward rationale used by venture capitalists
- Be able to demonstrate understanding of key concepts such as tangible and intangible assets, intellectual property, fiduciary responsibility, and contracts
- Demonstrate understanding of the profit equation
- Demonstrate understanding of how asset values are determined
- Be able to create a business model
- Be able to create basic budgets, adequate working capital, and cash flows
- Be able to distinguish between industry and markets
- Be able to analyze and anticipate competitive actions by rivals
- Be able to identify markets, market segments, and market niches
- Be able to understand and create competitive advantage.
- Demonstrate understanding of valuable unique and sustainable customer experiences
- Be able to identify unique and sustainable customer experiences for existing and currently unserved customers
- Demonstrate understanding of how to create products and or services that deliver valuable unique and sustainable customer experiences
- Be able to create products and or services that deliver valuable unique and sustainable customer experiences
- Demonstrate understanding of how to create organizational support systems for delivering valuable unique and sustainable customer experiences
- Be able to create organizational support systems for delivering valuable unique and sustainable customer experiences.

### Prerequisite(s):

There are no prerequisites except freshman standing in the Lovine and Young Academy besides a desire to be challenged and a spirit of collaboration.

### General Education GE-C credit

ACAD 181 has been approved to satisfy the General Education GE-C Social Analysis requirement.

### Course Notes

It is your responsibility to check our Blackboard site and your USC email account. Any emails I send to the class will use the USC email account attached to your registration. All course materials, including slides, audio examples, handouts, and assignments, as well as class grades will be available in Blackboard (<https://blackboard.usc.edu>). Be sure to check Blackboard if you must miss a class. You are responsible for any materials presented and assignments made even if you are not in class that day.

As much as possible, this course should be designed as an effective and innovative workplace environment according the same principles taught in the class. The best workplaces are learning environments. The best learning environments are both professional and *playful*. This is one class where disruptive behavior is mandatory.

One way or another, almost all your grade in this class is based on your contributions to our collective learning. Specific participation is important, but your assignments should also be aimed at your peers and will be shared in class as often as appropriate.

Moreover, you are encouraged to share your work and leverage the work of others (inside and outside class) *if you provide credit to the source*. [Mendeley](#) is a useful document and citation manager to simplify attribution. Since using the work of others *with* attribution is encouraged, there is no justification for using the work of others without credit. [Plagiarism](#) will have grave consequences (see below). Be discriminating, too, about which sources are *credible* for the ideas or information you use. Most assignments in class are delivered in workplace formats (slides, memos) and linked together to support the final team project. As such, professionalism and attribution count in my feedback and grading. As much as possible, deliverables will be shared and discussed in class and can be revised pending feedback. Every student owes constructive feedback to her or his colleagues.

The science is clear that connected devices diminish personal learning and distract others in the learning environment. Leave laptops, tablets, phones—and now watches—alone unless we are actively accessing information as part of class activities.

[Research](#) is clear that connected devices diminish personal learning and distract others in the learning environment. Therefore, please refrain from using your electronic devices (e.g., laptops, tablets, phones, watches) during class unless we are actively accessing information as part of a class activity.

### Required Readings and Additional Learning Materials

This course uses books, cases, articles and online material, plus videos and other media content. We will often use current, new journalistic, academic or professional publications as they appear. I will occasionally assign you to research your own sources of information. Our reading material is subject to change as class discussions evolve. Please suggest additional resources for discussion whenever you find something valuable. Sharing is encouraged, but *respect copyrights*.

All students will read the following book (purchase digitally or in paperback). Check the schedule for when specific chapters should be read.

- Keeley, Larry; Pikkell, Ryan; Quinn, Brian; Walters, Helen. 2013. Ten Types of Innovation: The Discipline of Building Breakthroughs. Wiley: Hoboken, NJ.

### Description and Assessment of Assignments

All assignments except the Lemonade Stand “Dry Run” are graded by me. You will receive feedback on your dry run but no grade. I will attempt to return grades and comments to you as quickly as I can but no later than one week after the assignment has been turned in. My grades of your work and constructive feedback to you will be posted directly to you through the Bb system.

An outline with the required readings or viewing (if a video) along with discussion questions to prepare will be posted in Bb for each class session. When written assignments are due, a grading rubric will also be provided. Your completed written assignment is to be submitted through Bb not later than midnight on the date they are due. Not turning an assignment in when due results in 10% loss in grade for each day late beginning at 12:01 a.m. Failure to turn in the assignment within 3 days will result in a zero for the assignment.

Homework are group assignments and working in groups is one of the key things to learn in this course. Each of you are individually responsible to the other members of your group for your group’s final written and presented result. You should spend the time set aside at the beginning of the class to get to know the other members of the group, exchange contact information, and assign responsibilities for insuring that one of you takes responsibility for submitting the groups homework assignments on time so that you do not all suffer the consequences for a late submission. Similarly, you should all be in attendance and orally present your portion of the group’s homework to the rest of the class. Please also rotate the role of convening and summarizing the results among yourselves over the course of the term.

I will use your peer evaluations at the end of the term in helping me allocate your participation grade.

### Grading Breakdown

Assignment	Points	% of Grade
Homework #1	20	5
Homework #2 Pitch & Catch	40	5
Homework #3 Pitch & Catch	40	5

Homework #4 Pitch & Catch	40	5
Homework #5	10	5
Homework #6	50	5
Participation including peer evaluations	100	10
Mid-Term Exam – short answer essay	300	20
Final Exam – short answer essay	400	40
TOTAL	1000	100

### Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### Assignment Submission Policy

Describe how, and when, assignments are to be submitted.

### Grading Timeline

Announce a standard timeline for grading and feedback.

### Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other genuine issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by  $\frac{1}{3}$  of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

## Course Schedule: A Weekly Breakdown

	Session 01 (Monday)	Session 02 (Wednesday)
W 01	8/26: Introductions & Course Overview	8/26: Innovation Models, Read Kelley Ch 1 & 2
W 02	9/2: Labor Day: No Class	9/4: Historical Perspectives
W 03	9/9: <a href="#">Homework #1 Due</a>	9/11: Generating Innovative Outcomes in Groups
W 04	9/16: The Entrepreneurs Mindset	9/18: Legalities - fiduciary responsibility, taxes and contracts
W 05	9/23: How do I Make Money?	9/25: How do I Manage Money?
W 06	9/30: Industries and Markets	10/2: Competitive Advantage
W 07	<a href="#">Mid-Term Exam</a>	10/9: Creating Valuable Customer Experiences - Market Identification
W 08	10/14: Creating Customer Value, Read Kelley Ch 9, 10, 11, 12	10/16: Lemonade Stand "Dry Run" Exercise
W 09	10/21: Creating Valuable Product/Service Offerings, Read Kelley Ch 7, 8	10/23: Lemonade Stand Problem & Prototype group work
W 10	10/28: <a href="#">Problem and Prototype Pitch &amp; Catch</a>	10/30: Creating Support Systems, Read Kelley Ch 3, 4, 5, 6
W 11	11/4: Lemonade Stand Model & Presentation group work	11/6: Lemonade Stand Model & Presentation group work
W 12	11/11: <a href="#">Lemonade Stand Model Pitch &amp; Catch</a>	11/13: Lemonade Stand Production and Plan group work
W 13	11/18: Lemonade Stand Production and Plan group work	11/20: <a href="#">Lemonade Stand Production and Plan Pitch &amp; Catch</a>
W 14	11/25: Launch your Lemonade Stand	11/27: Thanksgiving
W 15	12/2: <a href="#">Results of Your Launch Presentation</a>	12/4: Course Summary
W 16	11/16: <a href="#">FINAL EXAM</a>	

Pitch & Catch sessions will involve a pair of groups pitching & catching for each other.

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)*  
 -213-740-9355 (WELL)

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Relationship and Sexual Violence Prevention and Services provides immediate therapy services for situations related to gender- and power-based harm (e.g., sexual assault, domestic violence, stalking). (wording from the site)

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*USC Policy Reporting to Title IX (213) 740-5086*

<https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

The university encourages individuals to report prohibited conduct to the *Title IX Office*. Individuals can report to the university *Title IX Coordinator* in the *Office of Equity and Diversity*.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## ACAD – 181 & 182

# USC Iovine and Young Academy Lemonade Stand Team Projects

*Arts, Technology and the  
Business of Innovation*

## Objective

Practice the fundamentals of innovation entrepreneurship by crafting a start-up over the course of the fall term of the freshman year, requiring constant iteration and integration.

## Sprint Phases

- Teams are continuous from Sprint #2 through the end of the term.
- Sprints are 2– 4-week windows to complete specific sequential challenges.
- Each sprint ends in a presentation or pitch to managing partners and/or potential investors for feedback and/or approval from the catchers. Each group will have the opportunity to do both for each stage.
- Phases roughly follow the start-up life cycle that drives team dynamics, funding, etc.

#	Sprint	Written Assignment Due	Presentation
1	“Dry Run” Exercise	October 15	October 16 – Feedback/No grade
2	Problem and Prototype	October 27	October 28
3	Model and Presentation	November 10	November 11
4	Production and Plan	November 19	November 20
5	Launch	November 25 email Confirming launch	
6	Demonstrate Results	December 1	December 2

## Teams

- There will be 6 teams of 5 students each. We will rotate the pitchers and catchers for each session so that all teams have a chance to work with all of the others.
- Teams will be designed by faculty for balance of skills and strengths.

- Teams are expected to learn how to work together. Firing or reassignment is possible in extreme cases (with academic consequences).

### **Constraints and Rules**

1. Projects require physical *and* digital components (hard/software; product/platform; etc.) and must innovate on at least 4 of Doblin's [Ten Types of Innovation](#).
2. Development is iterative, but certain conditions will have to be met at set deadlines (as in a stage-gate process).
3. The projects leverage an incubator model with faculty as managing partners and a "company culture" that sets explicit rules and implicit norms. (See WL Gore's "[Beliefs & Principles](#)"). Specific ethical boundaries for internal and external behavior (e.g., approval for external activities) will be discussed in class.
4. Evolution is expected. Pivoting allowed but may require approval. Bankruptcy is possible, resulting in being assigned to other teams.
5. Each team gets seed funding in form of \$100 gift card.
6. Net proceeds will be donated to charity. Each team will choose their charity (pending approval). Teams can market their charities only with written permission from charity. Teams must provide confirmation of transfer of funds to charity.