USC Marshall
School of Business
Lloyd Greif Center for Entrepreneurial Studies

BAEP 451 – The Management of New Enterprises
Syllabus – Spring 2021 – Tuesday– 6-9:30 PM
4 units
Course ID: 14376R

Professor:	Susan S. Harmeling
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COURSE DESCRIPTION

This course has two main objectives. The first is to give students an introduction to and overview of the most important concepts of entrepreneurship theory and practice and the second is to give students a solid grounding in the case study method of instruction. The class will be taught almost entirely in the case study method, and students will be asked to prepare each case thoroughly before class. In keeping with the tradition of the case method, class participation is central to this course (more on this below).

CORE COMPETENCIES EMPHASIZED

This course is meant to give students a holistic look at what it means to be an entrepreneur. We will look mostly at start-up companies and organizations but we will also look at a few cases of entrepreneurial managers within established firms.

The issues facing an entrepreneur are typically multi-faceted and integrative. Therefore, this course will hopefully provide students a way to integrate what they have learned about some of the other functional disciplines such as marketing, finance, accounting, etc, which they will study in the first year of the program. In other words, they will use techniques and skills from these disciplines on an as needed basis throughout the case to help solve the problems faced by case protagonists.

There are three general themes that will run through this course; themes around the issues and challenges facing the entrepreneur. These are: uncertainty, rapidly changing environments and limited resources. Given these three overarching themes, the course has the following broad objectives.

1) *The course will get you thinking about the broad, multi-faceted challenges that entrepreneurs face*: As opposed to managers in established firms who operate under relatively well-defined "rules of engagement," entrepreneurs face constant uncertainty and are routinely asked to make decisions with no clearly defined boundaries, parameters or obvious "right answers." The cases we will look at have been chosen with an eye to exposing students to the broad range of decisions and challenges entrepreneurs face in an environment of relentless uncertainty.

2) *The course will help you to better understand the broad range of settings, organizations and environments in which entrepreneurs operate*: Entrepreneurs are often thought of as "small businessmen" or "get-rich-quick tycoons" (particularly in popular media portrayals). This course is meant to expose students to the practice of entrepreneurship in various settings, organizations and environments. We will look at start-ups and established organizations, non-profits and public companies, small businesses and large ones.

3) *The course will help you think about how entrepreneurs marshal resources, financial and other, to start and grow their businesses:* Since entrepreneurship is driven by opportunity (and not by resources currently controlled; Stevenson 1983), we will look at how entrepreneurs *do* acquire and channel resources to create and grow their businesses. With only an idea written on a napkin, or perhaps only in their own heads, how do entrepreneurs actually bring their creations to fruition? Where do they get money? How do they create a team? How do they convince others of the merit of their unique ideas? How do they manage regulatory obstacles to business establishment and growth and other external challenges (such as inadequate infrastructure, restrictive banking and lending rules, etc)?

4) *The course will help you think about how you might want to integrate entrepreneurship into your own career*: What kind of work have you been doing? What do you want to do in the future? How might you apply entrepreneurial principles in your own life? Are you interested in starting a business? Will you apply some of these principles in the organization where you currently work or during future internships or jobs? Hopefully the materials in the course, our class discussions and the research and writing of your own case study/entrepreneur interview will get you thinking about how you might integrate the main themes of this course into your future career.

LEARNING OBJECTIVES

In this course, you will develop your conceptual and practical knowledge of the role of entrepreneurs and entrepreneurship in our society. After successful completion of the course, students will gain a deeper understanding of the following concepts and topics:

- All the financial aspects of the new venture:
  - financial ratios,
  - break-even analysis,
  - balance sheets,
  - financing,
  - cash flow challenges.

- Important concepts in entrepreneurship, such as:
  - opportunity recognition,
  - entrepreneurial passion,
  - failure,
  - entrepreneurial process of creation
  - value chain integration.

- The structure and strategy of the new business:
  - legal structure (LLC's, Sole Prop's, etc)
  - competitive strategy,
  - product development cycles,
  - business plans,
  - business models,
  - franchising,
  - licensing and intellectual property,
  - putting together a start-up team,
  - internet strategy,
  - licenses and permits for the new business.

- Important theories and ideas such as:
  - effectuation
  - Maslow's hierarchy
  - creative destruction
  - entrepreneurial contingency
  - serendipity

REQUIRED COURSE MATERIALS

- Case Packet: ordered through Harvard Business School:

  https://hbsp.harvard.edu/import/791605

- Additional materials to be distributed throughout the course on Blackboard—see section on Blackboard below.

COURSE NOTES

My responsibilities, your responsibilities, participation and class assignments

I take my responsibility to my students very seriously and do everything in my power to get to know each of you well. **This is of course far more difficult to do during this challenging pandemic, but I will try my best.** I am happy to meet with you during office hours, to discuss any issues, class-related or other, that I can help you with, and to support you in your journey through USC and through life. One of the greatest joys of my life has been the privilege to spend time with so many beautiful, intelligent, thoughtful young people who have their whole lives in front of them. On that note, we do not have very much time with each other over the course of the semester, so I am determined to use it well.

I take a Buddhist approach to my classes, an approach that is influenced by the Vietnamese monk Thich Nhat Han who said, "Life is available only in the present. That is why we should walk in such a way that every step can bring us to the here and the now" and "We have to continue to learn. We have to be open. And we have to be ready to release our knowledge in order to come to a higher understanding of reality." It is in that spirit that I detail both my and your responsibilities here.

My responsibilities in this course are to:

1) Show up to every class, on time, and ready to give it my all
2) Teach you about some of the most important concepts and practices in entrepreneurship
3) Help you to understand a little more about how to best use the one life you have
4) Introduce you to (or further your participation in) the case method of instruction which is meant a) to impart interesting, relevant and useful *content* on the topic of entrepreneurship and perhaps more importantly, b) to the greatest extent possible, given the constraints of having class on Zoom, to improve your critical thinking skills through the Socratic *process* (I will explain more about this during our first class)

Your responsibilities for all classes are to:

1) Be engaged and concentrate on what is going on: no distractions, no cell phones, no laptops allowed unless I give further notice
2) Complete all assignments and projects and submit them on time
3) Participate actively in class discussions, breakout groups and group presentations

Participation

In-class participation will count for 15% of your total grade and is evaluated based on a combination of quality and quantity of your input in class (more on this below). In addition, each submission of pre-class polls, study questions or summaries for the case studies counts for an additional 1% of your grade, meaning the combined percentage of your grade for written and oral analysis of case studies comes to 28%.

With regard to actual in-class contributions, effective participation consists of analyzing, commenting, questioning, discussing and building on others' contributions, *not* repeating others' comments or monopolizing class time. **The reason why I place such a heavy emphasis on class participation is that success in business—and in life for that matter—rests largely on the ability to present one's ideas concisely and persuasively and to effectively and constructively respond to the ideas of others. One of the main goals of this course is to help you develop your skills in this area.**

Classes will begin at 6:00 p. m. sharp. Please sign in on time. As mentioned above, class participation is a critical component of the course and of your learning in general, as we will discuss material and ideas not found in the cases or other readings; in addition, we will undertake numerous in-class exercises and discussions. As a part of the emphasis on successful teamwork, you will be evaluated on your ability to listen to and learn from others. (Please notify me *in advance*, via email, if you will not be able to attend.)

Students are expected to engage actively in classroom conversations – not just with each other, but also with the instructor. Students are also expected to read all assigned materials carefully and thoughtfully, submit thorough answers to study questions for readings be prepared to discuss those materials. **YOU ARE EXPECTED TO REFER TO THE DATA IN THE CASES OR OTHER READINGS/ ASSIGNMENTS TO HELP SUPPORT YOUR ARGUMENTS DURING CLASS, AND THEREFORE YOU ARE EXPECTED TO BRING A HARD COPY OF EACH CASE TO THE CLASS DURING WHICH WE WILL BE DISCUSSING IT.**

Class participation tends to fall into the following categories:

- **Outstanding**: Student is highly engaged in and prepared for each class session, contributing insightful questions and thoughts.
- **Excellent**: Student is moderately engaged in class, on a periodic basis, and occasionally contributes insightful questions and thoughts.
- **Average**: Student is somewhat engaged in class, contributing periodic questions and thoughts that might repeat content already in play.
- **Below Average**: Student rarely contributes in class.
- **Non-Contributing**: Student does not contribute in class.

GRADING DETAIL (also see Assignment Schedule below)

Assignment	Points	% of Final Grade
In-Class Participation	45	15%
Pre-class submissions: pre-class polls, study questions, case summaries and individual selfies	39	13%
Summary of Individual Business Ideas	12	4%
Entrepreneur Interview Write-ups	42	14%
Midterm Exam	45	15%
Selfie on Personal Goal	12	4%
Group Presentations	24	8%
Group Projects	45	15%
Final Exam	42	14%
TOTAL	306	102%

Peer Evaluation

Peer evaluation will be used in this class for group presentations and projects. While peer evaluation can be a formative part of the grading process, in itself it will not be part of the final grade. Final grades must be given by the instructor, not the students.

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

Papers, case questions and all other written assignments are to be submitted on Blackboard unless you are otherwise notified. **Assignments are to be submitted by 11:59 p.m. Pacific time on the due date listed in the course schedule unless you are otherwise notified or a different submission time is listed on page 14-15 of this syllabus.** Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (see below for deduction schedule).

- Upload only one file per assignment.
- Deliverables that exceed maximum page or time length requirements by more than 10% will only be assessed up to (and not beyond) that limit.
- Read and heed supplementary assignment details carefully when they are distributed.
- For longer assignments such as papers and case studies, I want a hard copy submitted to me on the due date. For study questions and other assignments, you can submit via Blackboard. If your internet breaks down on the due date of a particular assignment, you must deliver a hard copy of said assignment by one minute prior to the start of class that day.

ALL ASSIGNMENTS, NO MATTER HOW LATE, MUST BE COMPLETED IN ORDER TO PASS THIS CLASS.

Grading Rubric for Written Assignments

Papers, Case Studies and Projects: I will be distributing a more detailed set of expectations for each of these submissions well in advance of their due date. In general, I am expecting you to read the assignment carefully and complete it according to the guidelines and instructions therein. I am looking for effort, intellectual rigor, evidence of personal engagement—the opposite of "mailing it in." I will also choose random assignments to check on Turnitin and other programs to check for plagiarism. I want original work and have gotten pretty good at distinguishing my students' own work from the words of others.

Pre-class submissions such as polls, study questions and selfies: My teaching assistant and I will review all pre-class submissions to check for adequate completion with regard to quality and thoroughness of answers. Specifically, for polls and study questions, I will be looking for whether you are answering the actual question being asked and (especially for study questions), how comprehensive and thoughtful your answer is. I would expect thorough answers to study questions to take about 1-1.5 pages, sometimes a bit more, sometimes a bit less. Make sure you always complete pre-class polls as they will be used as a basis for class discussion on those days. We will carefully review your selfie videos and other non-homework assignments, evaluating them with regard to originality and level of effort shown. You will receive a full grade for adequate submissions, a half grade for partial or inadequate submissions, or submissions that are one day late and zero for failing to submit or for submissions that are more than one day late.

Late Policy

You will receive a full grade for adequate submissions and, a half grade for partial or inadequate submissions (submitted on time) and late submissions will be graded as follows:

- Submission in the 24 hours after deadline: 10% deduction
- Submission between 24 and 48 hours after the deadline: 20% deduction
- Submission between 48 hours and 3 days after the deadline: 50% deduction
- Submission more than 3 days after the deadline: 100% deduction

Grading Timeline
I will be grading both major projects such as papers, case studies, etc. and pre-class submissions in a timely manner, within two weeks from the date they are due.

COURSE SCHEDULE

FROM THE VERY BEGINNING OF THE SEMESTER, I WOULD LIKE EACH OF YOU TO BEGIN THINKING OF AN ORIGINAL BUSINESS IDEA. YOU WILL BE ASKED TO SUBMIT A ONE-PAGE SUMMARY ON OR BEFORE MARCH 2nd, THE DATE OF THE MIDTERM EXAM. THESE INDIVIDUAL BUSINESS IDEAS WILL THEN BE PRESENTED TO YOUR TEAM MEMBERS IN YOUR FIRST GROUP MEETING AND THE TEAM WILL VOTE ON ONE OF THE IDEAS TO USE FOR THEIR BUSINESS PITCH AND BUSINESS MODEL.

DATE	TOPICS	READINGS	ASSIGNMENTS
MODULE 1: WHAT IS ENTREPRENEURSHIP?			
WEEK 1			
READING PRIOR TO FIRST CLASS ON JANUARY 19: The Pitchman by Malcolm Gladwell: Posted on Blackboard **ALSO BEFORE FIRST CLASS SESSION, COMPLETE PRE-CLASS POLL ON BLACKBOARD FOR THE PITCHMAN**			
Tuesday, January 19 PART I	Overview of the Class	• Introductions • Syllabus Review • In-class Exercise	
Tuesday, January 19 PART II	The Great Debate in Entrepreneurship	• The Pitchman: Discussion	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1) Read *R&R* case and do pre-class poll on Blackboard 2) Read *Idea Generation: Opening the Genie's Bottle* and submit study questions
WEEK 2			
Tuesday, January 26 PART I	Entrepreneurial Behavior PART I	• R&R: Discussion • Break-even Analysis	
Tuesday, January 26 PART II	Entrepreneurial Behavior PART II	• Discussion of Idea Generation • Introduction to Effectuation	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1) Read Crossroad case and submit study questions

WEEK 3			
Tuesday, February 2 PART I	Becoming an Entrepreneur	• Discussion of Crossroad case • Review of format for write-ups on an entrepreneur	
Tuesday, February 2 PART II	Building a Balanced Team	• Group Exercise on Teamwork • The Balanced Team	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** Read ChekAbuse I case for ELC exercise and do pre-class poll ***Identify Entrepreneur to Interview Write-up description and format to be distributed. Write-ups due Monday, February 22***

MODULE 2: THEMES OF ENTREPRENEURSHIP

WEEK 4			
Tuesday, February 9 PART I	**Experiential Learning Exercise--ChekAbuse I**	**In-Class Role Play**	
Tuesday, February 9 PART II	**Debrief of ELC ChekAbuse exercise**	**Debrief of ELC ChekAbuse exercise**	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1) Read *What a Great Idea* case and submit study questions 2) Read Forbes article on one-person businesses **4) Work on Entrepreneur Interview Write-ups: due on Monday, February 22**
WEEK 5			
Tuesday, February 16 PART I	The Individual as Entrepreneur	• Discussion of What a Great Idea case • The Smallest of Small Businesses	
Tuesday, February 16 PART II	Lessons Learned	• Primer on Business Plans	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1)Read *Zoots* case and do pre-class poll 2)Reading on Operational Models TBD

			3) Read *Tostadas and Tortillas* case and do pre-class poll 4) Additional Readings on Effectuation
WEEK 6			
Tuesday, February 23 PART I	Brick and Mortar Operations	• Discussion of Zoots case • Review of Operational Models	
Tuesday, February 23 PART II	The Effectual Entrepreneur	• Discussion of Tostadas and Tortillas case • Advanced Effectuation • Review of Group Projects: Business Model Canvas • Midterm Exam review ***Assignment of all students to teams for Business Projects***	***STUDY FOR MIDTERM*** ***Work on Team Business Projects: Initial meetings to vote on group project idea and prepare a 2-minute pitch***
WEEK 7			
Tuesday, March 2	**MIDTERM EXAM**	**MIDTERM EXAM**	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1Read *TRX* case on intellectual property and submit study questions 3)Read *Airbnb (A)* case and submit study questions 4)Selected readings on the Sharing Economy TBD
MODULE 3: OPERATIONS, ETHICS, GROWTH & EXIT			
WEEK 8			
Tuesday, March 9 PART I	Intellectual Property	• TRX case on Intellectual Property challenges • Q&A with Randy Hetrick, CEO of TRX	
Tuesday, March 9 PART II	Technology and Operations	• Discussion of Airbnb (A) case • The Sharing Economy	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS: TBD** ***Work on Team Business Project: Executive Summary*** ***Read Swoop case***

WEEK 9			
Tuesday, March 16 PART I	Ruben Schultz and Swoop	Ruben Schultz and Swoop	
Tuesday, March 16 PART II	Ruben Schultz and Swoop	Ruben Schultz and Swoop	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1) Read *Full Psycle* case and submit study questions **3) *Work on Team Business Project: Team Profile***
TUESDAY MARCH 23: WELLNESS DAY: ENJOY!!!			
WEEK 10			
Tuesday, March 30 PART I	Growth: Part I	• Discussion of Full Psycle case • Review of growth options	
Tuesday, March 30 PART II	Growth PART II	Class Guest TBD	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** *1) Read articles on Merck, Insys and Theranos: no study questions due* 2) Read *Apple's Core* case and submit study questions **3) *Work on Team Business Project: Marketing Plan and Financial Projections***

MODULE 4: THE HOPE OF ENTREPRENEURSHIP			
WEEK 11			
Tuesday, April 6 PART I	Ethics PART I	Discussion of Theranos, Merck and Insys	
Tuesday, April 6 PART II	Ethics PART II	• Discussion of Apple's Core case	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** 1) *Selected readings on race and gender* ***3)Work on Team Business Project: Putting it All Together***

WEEK 12			
Tuesday, April 13 PART I	Ethics PART III	• Discussion of Race and Gender: A New Approach to DE&I	
Tuesday, April 13 PART II	Contingency as a Resource	• Entrepreneurial Contingency	**ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:** ***1) 2-Minute Individual Selfie Videos on a Personal Goal*** ***2) Work on Team Business Project: Preparation of Presentations***
WEEK 13			
Tuesday, April 20 PART I	The Role of Goal Setting in the Entrepreneurial Life	• Goal Setting: Selfies • The Authentic Life • Public vs. Private Lives	
Tuesday, April 20 PART II	**GROUP PRESENTATIONS PART I**	**GROUP PRESENTATIONS PART I**	**GROUP PRESENTATIONS PART I**
WEEK 14			
Tuesday, April 27 PART I	**GROUP PRESENTATIONS PART II**	**GROUP PRESENTATIONS PART II**	**GROUP PRESENTATIONS PART II**
Tuesday, April 27 PART II	**PARTY, AWARDS, GOODBYE**	**PARTY, AWARDS, GOODBYE**	**PARTY, AWARDS, GOODBYE**

FINAL PROJECTS	
FINALS WEEK	**FINAL WRITTEN PROJECTS DUE: MAY 4** **FINAL EXAM: DATE TBA**

Assignment Due Dates and Detailed Grading Breakdown*

Due	Assignment(s) or Exam	Points	Percentage
January 18	Pre-class poll for The Pitchman	3	1%
January 25	Pre-class poll for R&R case study Study questions on Idea Generation Article	3 3	1% 1%
February 1	Study questions on Crossroad case	3	1%
February 8	Pre-class poll for ChekAbuse Identify Entrepreneur to Interview. Write-ups due February 22 at 11:59 p.m.	3	1%
February 15	Study questions on What a Great Idea case	3	1%
February 22	Entrepreneur Interview write-ups due at 11:59 p.m.	42	14%
February 22	Pre-class poll on Tostadas and Tortillas Pre-class poll for ZOOTS case Readings on Effectuation	3 3	1% 1%
March 2	OPEN-BOOK MIDTERM EXAM 6-8 pm Individual Business Ideas due	45 12	15% 4%
March 8	TRX pre-class poll Study Questions for Airbnb (A) case	3 3	1% 1%
March 15	Ruben Schultz and Swoop study questions	3	1%

March 29	**Study Questions on Full Psycle Case**	**3**	**1%**
April 5	**Study Questions on Apple's Core case**	**3**	**1%**
April 19	**Selfie Video on Personal Goal due by 4:00 p.m.**	**12**	**4%**
April 19, 26	**GROUP PRESENTATIONS**	**24**	**8%**
FINALS WEEK	**GROUP PROJECTS DUE: MAY 5 at 11:59 p.m.** **FINAL EXAM: Date TBA**	**45** **42**	**15%** **14%**

*Note that the written assignments and exams total 87%; the final 15% of your grade is in-class participation for a total of 102%

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

If you are absent 2 or more times prior to the last day to withdraw from a course with a grade of "W", I may ask you to withdraw from the class by that date.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

USC Statements 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" https://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, http://policy.usc.edu/scientific-misconduct.

Technology Requirements

Both recorded online lectures and links to live Zoom class meetings will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations.
- Reliable Internet access and a USC email account.
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard).
- A working video camera with microphone for use on Zoom.
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

It is strongly suggested that, during Zoom class sessions, students have a professional virtual background. If your computer does not permit this, consider moving your computer to an area where you will have a wall or screen directly behind you. Other options are purchasing any standing screen or a frame and hanging green screen fabric.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. Most asynchronous course work will be completed and submitted in Blackboard and synchronous sessions will be held on Zoom. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files.
- Use USC email and attached files.
- Check email and Blackboard daily.
- Download and upload documents.
- Locate information with a browser; and
- Use Blackboard.
- Use Zoom with a working video camera

Class Conduct/Netiquette

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience, courtesy, and professionalism in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a requirement. Courtesy and kindness are the norm for those who participate in my class.

Synchronous Sessions

In order to earn full participation points, students must actively participate in all synchronous sessions via computer or laptop, with a webcam and headset/speakers. You are expected to be in a location with a reliable internet connection and without distractions. You need to be able to fully engage at all times. Students are expected to be visually present and to ask thought-provoking questions, offer relevant comments, and answer questions from faculty in a clear and concise manner. f the class meets at a time outside of 7:00am to 10:00pm in time zone, please consider registering for a section that meets then. If you are unable to do this, please contact your professor immediately.
As outlined in the student handbook, there are specific expectations of a student attending class online. When attending, present and act appropriate as if you were in a physical classroom.

Please do:

- Attend class from a quiet area, free of distractions.
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- If you use a virtual background, please keep it respectfully professional
- Display both your first and last name during video conferencing and Synchronous class meetings.
- Respectfully minimize distractions by muting and or turning video off when moving around
- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Respectfully pay attention to classmates

Please do not:

- Engage in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interact with persons who are not part of the class
- Leave frequently or not be on camera for extended periods of time
- Have other persons or pets in view of the camera
- Behave in an overtly inattentive manner (looking distracted, not participating)

Asynchronous Activities – Discussion Boards and emails

Our discussion boards are ways for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin communications with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD101 in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post.". as a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

USC Statement on Academic Conduct and Support Systems

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Support Systems:

Counseling and Mental Health - (213) 740-9355– 24/7 on call
https://studenthealth.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
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), press "0" after hours – 24/7 on call
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
https://usc-advocate.symplicity.com/care_report/
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
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 is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Campus Support and Intervention - (213) 821-4710
https://uscsa.usc.edu/
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
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, 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
Non-emergency assistance or information.