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|  | **DSO 551:** Digital Transformation in the Global Enterprise  March 16 2021 version  **For Summer 2021 (3 units), 4 hrs per week for 9 weeks Monday nights 6-10pm**  **ONLINE** |
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| **Co taught: Ann Majchrzak (pronounced: “my-shock”) & Rik Reppe, CEO Experience Alchemists**  **Office Hours: Tuesday 4pm or** [**majchrza@usc.edu**](mailto:majchrza@usc.edu) **by appointment** |
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*“As technology teams become much more integrated into the business and develop deeper business knowledge and expertise, understanding how complex applications, platforms and third-party systems interact, it leads to technology being at the table much more often than in the past. This is compounded by what’s happening in data, machine learning, artificial intelligence and the growing need to use data to augment and guide interactions with clients and other stakeholders. These changes have pushed technology into executive discussions and into the board room.” —Dennis Howard, executive vice president and CIO at Charles Schwab. (quoted from WSJ)*

**Course Catalog Description:**

Digital strategizing; design and enable human-centered capability-development in 4thGen revolution in which digitally-enabled innovation is created at the ‘edge’

**Who should take this course?**

Anyone who wants to not simply have technology advances control them, but rather take control to strategically lead the effective use of the latest technology advances. Example jobs: technology or management consultant, data scientist, entrepreneur, business analyst, human resource manager, business unit leader, any CXO, product manager, supply chain management, or anyone with the initiative to make technological change.

**What do you learn?**

Digital Transformation is affecting EVERY company today, from creating a remote digital workforce to personalizing their products and services online with digital offerings and AI. This is Level 1 Digital Transformation. In this class, we teach you how to move up the Digital Transformation Maturity Model by leading strategic technological change. Today, “Digital business will not just change IT operations and tactics; it will change the very nature of business. It will bring epochal change. CEOs should be prepared for the scale of disruption facing the business” (Gartner). You move up the maturity model by learning frameworks for creatively strategizing business opportunities about technology change (PESTLE, Human Centered Design, DIKD, One-Pager, 7S), and acquiring tools to help with the frameworks (personas, customer journey mapping, business use case tables). You learn the latest technology-enabled changes to businesses including Empowered Edge, smart cities, digital ecosystems, data monetization, componentized organizations, federated governance, citizen no-code app development and blockchain.

**How will you learn?**

You learn about impending disruptive technologies through ***hands-on lab experiences***. You apply these disruptive technologies ***in projects with real-world companies*** interested in digital transformative change. You complete ***application exercises*** daily to ensure you don’t fall behind.

Prerequisites: NONE. ABSOLUTELY NO TECHNOLOGY BACKGROUND IS EXPECTED. This is the class to take you from knowing nothing about technology to getting a job because of your knowledge about digital technologies if you’re willing to put in the effort.

**Readings:**

**Purchase: Designed for Digital, (referred to as “DFD” below): How to Architect Your Business for Sustained Success, 2019 by J. Ross C. Beath, and M. Mocker, MIT Press**

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO CHANGE AS POSTED IN BLACKBOARD. YOU ARE ASSUMED TO HAVE NOTIFICATIONS TURNED ON FOR BLACKBOARD AND RECEIVE THEM WHEN I SEND THEM

Because of having 2 Mondays as holidays, 2 of the lab experiences have been dropped from the syllabus (SAP and Salesforce’s Lightening). If you would like to experience these, review the recordings. If you would still like to experience them personally, I will arrange to host a lab experience for those interested.

**Grading Policies:**

**Grading** is based on the following:

10% Contribution in class or via Google Doc

Graded as I=Inaccuracies in your knowledge, K=knowledge is accurate,

CT=Critical Thinking. Creatively able to apply your knowledge to new contexts

not covered in reading or in the classroom. CT is the highest standard.

Grade for contribution is based on the # of CTs obtained for first 2 hours and second 2 hours for each meeting time. End of semester grade based on # of CTs

36% 9 Individual Application Writing Assignment due each Friday: Graded as I, K or

CT 4% each.

27% 9 Preparation answers to questions posted on Blackboard before class. Graded

as I, K, or CT. 3% each.

10% 10-min 3-person case discussion leadership plus 2-3 page write-up presented

to class. Graded as I, K or CT

17% 4-person Group Presentation on Future Disruption

**Contribution Discussions are expected**

A contribution is graded with CT (creatively apply recently-gained knowledge to new contexts not explicitly covered in reading). To receive a Contribution grade for a session, you need to contribute at least once.  You don't receive more points if you contribute more times in a session.  Ideally, in a session, all of you would contribute.  Please note that if you have contributed and then turn yourself off (meaning you violate the tech use policy, or you stop paying attention), your Contribution point will be removed.﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿  The Contribution grade is intended for you to develop the skills to think “on your feet” quickly so that in business meetings you are able to bring something verbally to the table. ﻿﻿﻿﻿﻿If you are painfully shy, contributions on the Slack channel will be considered if they bring current events that demonstrate class content, providing a deeper understanding of what has been covered in class.

IF YOU ARE PHYSICALLY LOCATED OUTSIDE OF THE TIME ZONE FOR THE CLASS (between 7AM-10pm), SEE ME FOR ACCOMODATIONS ON THE CONTRIBUTION GRADE

**Application Writing Assignments**:

Short 2-paragraph assignments are to be uploaded to the Journals tool on Blackboard by Saturday 5pm for the week in answer to the question. These are used for me to assess your skill development. Upload the assignment, go to Blackboard 🡪 Tools 🡪 Journal/Application Assignment.

 This exercise is specifically intended to help you develop skills to apply what you are learning as you are learning it; not wait until the end of the semester.

**10-min Leading Discussions with class:**

The sign of a great digital strategist is someone who knows cases of successful digital transformations, can explain the case, and then can get people talking about the case so they'll remember the case, and attribute the first time they learned about the case to you.  In this way, you're seen not just as a strategy designer, but as an enabler so that others can become digital strategy designers as well.

In each of the 7 classes in which we the opportunity for presentations, we will have 1/7th of you presenting, starting with the second week of class.  Because we have to jump right into this, I have randomly assigned you to a class period.   If you want to trade with someone, go on Slack and update it here.  On the day of the presentation, the names listed for that day will be expected to present.

The presentation is an INDIVIDUAL exercise, and we will randomly subdivide the class into small groups with one presenter per group.  You will select a digital technology on the Peak of one of the Gartner Hypecycles (see CONTENT --> Instructions about Gartner Hypecycles if you aren't familiar with Gartner https://libraries.usc.edu/databases/gartner).  The technology should not be one covered in class syllabus so the students get exposed to something new.  Once you have a technology, find a business success story in which the technology was successfully implemented. You can find these cases either by googling, or on Business databases (https://libraries.usc.edu/databases) or by using Marshall’s libguides.usc.edu/business.

Using the One Page Executive Summary as a guide, prepare a presentation about how the technology was used and the value it brought to the customers of the business.

The presentation should last about 8 minutes.  End the presentation with a single question to get your small group to talk about the case.  You will have 2 minutes for discussion.

Upon return to the class, someone in the small group will be randomly asked to briefly describe the case and discussion (if time permits).

Your PPTs  should be turned in the day of your presentation along with a 2-3 page writeup describing the material in the presentation.  You will be graded in accordance with your coverage of the One Page Executive Summary.   Grading based on CT, K, or I

**Before Class Thinking Questions: (called THINK for short)**

To help focus your reading, each class contains one or two questions that we would like you to think about as you are reading. The questions augment your learning of the basic material. Due BEFORE class starts by typing or uploading into Blackboard and I will asynchronously comment on them.. Graded I, K, or CT

**Group Presentation on Client Project**

            You will be preparing a business case and implementation plan for a digital initiative to help an organization build digital innovation capabilities to become more disruptive and agile.  To ensure that you are thinking far enough into the future, the technologies and initiatives discussed in class should be considered: At the end of the first class, you will sign up for a project. With 25 people in class, there will be 5 projects.  Basic information about the organizations will be available through Marshall electronic resources.

You will meet with the client the second week of classes, and then again the 7th week to get feedback. The last session will have you present to your classmates with a hard copy of the presentation due.

**COURSE CALENDAR/READINGS/CLASS SESSIONS (Summer 2021)**

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| Week | **Skills to Learn Today** | In class Experiences | Reading & Prep |
| Monday June 7  Class 1 FIRST HALF | 1) Today’s leading companies think of digital innovation as delivering an app or two. Tomorrow’s leaders go further and strive to create a capability for continuous and agile innovation. 2)Executive One-Pagers for digital initiatives for capability-building; | Course Overview and Introduction to Agile Digital Capability-building (call 4th Gen for short)  How Warby Parker follows today’s (Arthur D. Little) foundational digital business trends and the 6 Forces that will shape Business and Technology in 2030. Identifying companies which fit the 6 forces. Know stages of BBVA’s evolution. Be able to apply Phillips’ case with Figure 1. | Read: 1) DFD Ch 1; 2)Six Forces that will shape Business and Technology in 2030  *QS TO THINK. 1) Identify a company which similarly illustrates Figure 1 using at least one of the six trends in the Gartner report.* |
| Class 1 SECOND HALF | Be able to construct value propositions and success metrics for capability-building; leading and lagging indicators, | Case of BBVA to explain digital innovation as a capability. | Read: 1) Gartner on Value Proposition  2) BBVA case  *THINK:: 2) How is BBVA’s Innovation Process illustrative of Figure 1 and the trends in Gartner report?* |
| SIGN UP FOR PROJECTS: PLAN TO MEET WITH TEAM. PLAN TO MEET WITH CLIENT WEEK OF JUNE 14th and weekly among project team members. Schedule next meeting for seventh week, week of July 26 | | | |
| APPLICATION WRITING ASSIGNMENT DUE SAT 5pm: In the first paragraph, describe the takeaways from Class 1 in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that. | | | |
| Monday June 14  Class 2  FIRST 1/3rd | Finding market needs for innovation capability-building | Human Centered Design, personas, and customer-journey mapping | 1)DF Ch2 2)White paper on customer journey mapping  *THINK Qs: 1) What would be specifics for a CJM for your client?* |
| Class 2 SECOND THIRD | Arenas and contested pots of resources to find new opportunities for finding market needs | Practice with Grubhub | 1)Era of Sustainable Competitive Advantage 2) Grubhub caselet  *THINK Qs: 2) What might be a contested pot of resources for Grubhub? For your client?* |
| Class 3 FINAL THIRD | Practice | Practice on your client |  |
|  |  | 10 minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that. | | | |
| Monday June 21  Class 3  FIRST 1/3rd | Emerging Technologies for 2020; Gartner hypecycles | Discussion of technologies for Composable architectures and authenticated provenance to support agile innovation capability-building | 1)DFD:ch 3& 4. Note that we are focusing on digital platform technologies (Operational backbone technologies are explained in the SAP lab available upon request) 2)Gartner Report: Emerging Technologies for 2020 |
| Class 3  2nd THIRD | Componentizing the organization | PBCs, Service Mesh, data fabric | 3)Use Gartner’s Ref Model to Deliver Components.. 4)An inside look at technology at LearnVest 5) How Web services helped Israel |
| Class 3 3rd THIRD |  | Practice on your client | *THINK Qs: 1) What PBCs might be a part of the PBC network for LearnVest? 2) What PBCs might be useful for your client to have to foster reusability?* |
|  |  | 10 minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that. | | | |
| Monday June 28  Class 4  FIRST 1/3rd | Data Strategy, DIKD & Basic Architecture for data strategizing (including IOT, Edge, data lakes) | Data strategy and architectural platform for John Deere; API Economy | 1) Read “Understanding D(ata)I(nformation)K(knowledge)W(isdom) hierarchy”. DIKW is similar to DIKD but I prefer to combine W(isdom) with the D(ecision) needing to be made so it’s not just data for data’s sake.  2) API economy 3) How to Craft a Modern Data and Analytics Strategy 4) DBS Case  *Think Qs:1) Look at the DBS case and data platform. What PBCs would be included in this platform?* |
| Class 4 2ND Third |  | Data monetization as a strategy  Data Governance | 5) Drug Co Case  6)) Data Governance  *Think Q: 2) What are the PBCs that Drug Co could have been using at each stage in its evolution?* |
| Class 4  3rd Third |  | Practice on Client: Data strategy and architecture for clients |  |
|  |  | 10 minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that. | | | |
| Monday July 12 Class 5  1st Third | How architecture is helping Capital Group with Digital Transformation | Guest speakers from Capital Group Senior Leadership Team will discuss how their architecture has kept them nimble | 1) learn about Capital Group’s competitive secret sauce: Sleeve approach to investment decisions.  <https://www.capitalgroup.com/ria/investments/our-investment-process.html#stop_6>  *Think Qs: review the material covered in class up to this point.. Offer one question to Capital Group about how they implement something related to class material* |
| Class 5 2nd Third | Federated Governance for agile digital innovation | Difference between Federated Governance vs top-down governance through the 7S framework; | Read: 1) DFD: Chap 5 2) Build an Adaptable Org Structure to Accelerate Digital Business as describing Federated Governance for Disruptive and Agile Companies; 3) Innovation Insight for PBC  *Think Qs: List 10 specific actions a manager should take to build an organization with agile digital capabilities* |
| Class 5 3rd Third |  | Practice on Client: Federated governance changes needed to the client’s organization |  |
|  |  | 10 minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that. | | | |
| Monday July 19  Class 6  1st THIRD | Expanding Digital capability to the entire workforce & external developers | LAB Experience with no-code led by Unqork | 1) Unqork signup 2) PAAS use cases 3) DFD: Chapter 6  *Think Q: What PBCs does Unqork have? Why are these helpful?* |
| Class 6 2nd Third |  | Demo: Salesforce.com’s Trailblazer program as an example of a PAAS offered by Matt Wilson  PAAS (Platform as a Service). Additional People/Process requires for a PAAS | Read: 1) Maximizing Digital Dexterity by Fostering Citizen developers; 2) Salesforce.com’s PAAS Overview  *Think Q: Marshall is using Salesforce as an internal PAAS to exhance the digital workforce at Marshall. What challenges will be faced in rolling out such an implementation?* |
| Class 6 3rd Third |  | Practice on Client: Creating an internal PAAS |  |
|  |  | 10 minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that | | | |
| Monday July 26 Class 7  1st THIRD | Technology-enabled Ecosystem Platforms | Guest Speakers from Unqork and Hyperloop Transportation Technologies’ Digital INNOVATION CAPABILITY- BUILDING Ecosystem Platforms. Two Speakers: Christian Berrera, Head of Digital Ecosystems for Unqork, and Andrea LaMondola, COO, for Hyperloop Transportation Technoogies. Both will talk separately about the process of how they create ecosystems. You will be looking for similarities and differences between the 2 different ways they select partners and manage the partners | Read: 1) 8 ways ecosystems supercharge….2) HTT Case A and B  *Think Q: Review material covered for this session. Prepare a question uniquely suited to each speaker’s company and industry about developing ecosystems based on the material you read.* |
| Class 7  2nd THIRD |  | Case of Enterprise Rent a Car: Designing a transaction ecosystem: The technology  We will design an ecosystem for your clients and then share | Read: 1) Digital Ecosystem Framework and 2) Enterprise Rent a Car.  *Think Qs: What participants would you invite to an ecosystem you might develop for your client and why?* |
| Class 7  3rd THIRD |  | Practice on Client: Creating an Innovation Ecosystem |  |
|  |  | 10-minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that | | | |
| Monday Aug 2 Class 8 1st THIRD | Smart Contracts. Be able to know how smart contracts foster federated governance; risks and rewards | LAB experience on Authenticated Providence: Blockchain and Smart Contracts provided by Amuly Katti | Read: 1) Gartner on Blockchain 2) Common mistakes to avoid in blockchain  *Think Qs: Find a case of the use of smart contracts and describe what the contract is intended to do* |
| Class 8 2nd THIRD | Be able to design a blockchain/smart contract initiative | People/Process needed to implement Authenticated Providence.  Case of Marijuana Sales in California: Design a Blockchain digital initiative. The 7Ss of putting in a Blockchain initiative. Where else could blockchain apply; metrics for success? |  |
| Class 8 3rd THIRD |  | Practice on Client: Identify a couple of use cases for your client to use Authenticated Providence |  |
|  |  | 10-minute presentation on a digital initiative |  |
| APPLICATION WRITING ASSIGNMENT: In the first paragraph, describe the takeaways from Class in your own words. Use specific examples from reading material. In the second paragraph, find a company you know which you believe illustrates these takeaways and describe how it does that | | | |
| Monday Aug 9  Class 9 1st half | Be able to design an Edge computing IOT-based digital initiative | Digital Disruption at LA City. Ted Ross, CIO of the LA City to talk about smart cities; IOT; | Gartner: 1) 10 machines which will be your customers 2) Gartner: Empowered Edge  *Think Qs what is difference between IoT and Edge computing?Find a case of the use of iOT sensors and describe i*t |
| Class 9 2nd half | Summative Experience | Presentations (5 groups of 4-5 each, 10 minutes each) |  |



**Learning Goals**

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| **Marshall Graduate Program Learning Goals** | **How course supports this goal** | **Assessment Method** |
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| ***Learning Goal #1: Develop Personal Strengths.***  **Our graduates will develop a global and entrepreneurial mindset,**  **lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.** |  |  |
| 1.1 Possess personal integrity and a commitment to an organization’s purpose and core values. | Uses the 7S framework when designing strategic digital initiatives | Individual Assignment and group work |
| 1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion. | Some cases are global; others are enterpreneurial | Discussions and group work |
| 1.3 Exhibit awareness of ethical dimensions and professional standards in decision making. | Discuss ethics of AI | Individual assignment |
|  | | |
| ***Learning Goal #2: Gain Knowledge and Skills.***  **Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business envi-**  **ronment using critical and analytical thinking skills.** |  |  |
| 2.1 Gain knowledge of the key functions of business enterprises. | All aspects of the course | Papers and  Group project |
| 2.2 Acquire advanced skills to understand and analyze significant busi-  ness opportunities, which can be complex, uncertain and dynamic. | Learning Ob- jective 1 | Papers and  Group project |
| 2.3 Use critical and analytical thinking to identify viable options that can  create short-term and long-term value for organizations and their stake- holders. | The critical thinking rubric is part of the syllabus | All graded assignments |
|  | | |
| ***Learning Goal #3: Motivate and Build High Performing Teams.***  **Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.** |  |  |
| 3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes. | Group project | Group project |
| 3.2 Help build and sustain high-performing teams by infusing teams with  a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success. | Group project plus breakout rooms | Group project |
| 3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape. | Group project plus break out rooms | Group project |

**ADDITIONAL MARSHALL GUIDELINES**

**Marshall’s Technology Policy**

Zoom into the classroom with your picture and professional dress and location showing. Zooming in from your laptop or desktop is required to be able to use Google and Blackboard and PPT as well as Zoom at the same time. All other uses of technology during class time including iphones and ipads are strictly forbidden. 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.

**Additional Requirements for this All Online Classroom Experience:**

Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

* 1. Participants are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
  2. For participants who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for participants to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.

1. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.   
   1. Please do:
      1. Log into class early or promptly
      2. Arrange to attend class where there is a reliable internet connection and without distractions
      3. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
      4. If you use a virtual background, please keep it respectfully professional.
      5. Display both your first and last name during video conferencing and synchronous class meetings.
      6. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
      7. Engage in appropriate tone and language with instructors and classmates.
   2. Please try not to:
      1. Engage in a simultaneous activity not related to the class.
      2. Interact with persons who are not part of the class during the class session.
      3. Leave frequently or not be on camera for extended periods of time.
      4. Have other persons or pets in view of the camera.
2. All Zoom sessions will be recorded and posted in the Blackboard Course pages.
3. The following equipment and system requirements are recommended to successfully participate in this online course:

* Computer with webcam
* Earphones or headset
* Reliable (preferably high speed) Internet connection
* Current operating system for Windows or Mac
* Current browser
  + Google Chrome
  + Firefox
  + Internet Explorer (not recommended)
  + Safari (Mac)

For technical support please see:

* **USC Systems**(Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email [Consult@usc.edu](mailto:Consult@usc.edu).  They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

* **Zoom Video Web Conferencing System (**MarshallTALK)

For assistance using Zoom, go to [Zoom Support Page](https://support.zoom.us/hc/en-us).  You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

* **Marshall Systems** (MyMarshall, Marshall Outlook email)

For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email [HelpDesk@marshall.usc,edu](mailto:HelpDesk@marshall.usc,edu), or use our self-help service portal as shown below.  The portal allows you to get immediate assistance by searching for the information you need.  You can also use it to chat with a technician or input a request.  To access the service portal, follow these steps:

* + On a computer or mobile device, go to [MyMarshall Home Page](https://mymarshall.usc.edu/) and click the “**Help**” link on the upper right.
  + Log in using your Marshall username and password.   
    (If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

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 participant (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.

**USC 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 participants are expected to understand and abide by these principles. *SCampus*, the Participant Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Participant Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Participants will be referred to the Office of Participant 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/participant-affairs/SJACS/](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.

### **Class Notes Policy**

### Notes or recordings made by participants based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the participant’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Participant Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

**Marshall Academic Integrity**

**It is a violation of USC’s Academic Integrity Policies to share course materials with others without permission from the instructor.** No participant may record any lecture, class discussion or meeting with me without my prior express written permission.  The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.  I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the participants enrolled in my class whether posted on Blackboard or otherwise.  They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.  Exceptions are made for participants who have made prior arrangements with DSP and me.

Participants 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

**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](http://policy.usc.edu/scientific-misconduct/).

. **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](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* [suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=nQGrqtIVa-9MI35hpllAFkpBSZh5Qr2tEQuu78ID3kk&m=lnstQbj_rtnD_rOopPORJD2kztp-Y0j7hsbhZ0iz02M&s=FdnDyGQ55LHbxPmhMIofGpwUsdJRXycXUm1Yz75aD84&e=)

Provides 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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call* [studenthealth.usc.edu/sexual-assault](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](https://equity.usc.edu/), **or** [titleix.usc.edu](http://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. 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://urldefense.proofpoint.com/v2/url?u=https-3A__usc-2Dadvocate.symplicity.com_care-5Freport_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=nQGrqtIVa-9MI35hpllAFkpBSZh5Qr2tEQuu78ID3kk&m=lnstQbj_rtnD_rOopPORJD2kztp-Y0j7hsbhZ0iz02M&s=q97Rj7jLVC_y927jZj8f_0ae7R59bU3qacjT3Os_mUg&e=)

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.

*USC Support and Advocacy - (213) 821-4710* [uscsa.usc.edu](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](https://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/), or [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.

*Office of Disability Services and Programs - (213) 740-0776* [dps.usc.edu](http://dps.usc.edu/), [ability@usc.edu](mailto:ability@usc.edu).

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. 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 ([dsp.usc.edu](file:///C:\Users\lanor\Downloads\dsp.usc.edu)) 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 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.

**Critical Thinking Rubric for Cases**

|  |  |
| --- | --- |
| Clarity | * Could you elaborate further? * Could you give me an example? * Could you illustrate what you mean? |
| Accuracy | * How could we check on that? * How could we find out if that’s true? * How could we verify or test that? |
| Precision | * Could you be more specific? * Could you give me more details? * Could you be more exact? |
| Relevance | * How does that relate to the problem? * How does that bear on the question? * How does that help us with the issue? |
| Depth | * 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 | * 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 | * Does all this make sense together? * Does your first paragraph fit with your last? * Does what you say follow from the evidence? |
| Significance | * Is this the most important problem to consider? * Is this the central idea to focus on? * Which of these facts are most important? |
| Fairness | * Do I have any vested interest in this issue? * Am I sympathetically representing the viewpoints of others? |