

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

[ACAD 181g – Disruptive Innovation](#)

Units: 4

Spring 2022 – M,W – 6:00-7:50pm

Location: **Entirely Online, via Zoom**

Scott Armanini

Email: sarmanin@usc.edu

Phone: 415-999-4700

Individual Office Hours (by appointment)

<https://calendly.com/armanini/15min>

IT Help:

<https://uscedu.sharepoint.com/sites/IYAStudent/SitePages/IT-Resources.aspx>

Hours of Service: 8:30am - 6:30 pm

Contact Info: iya.helpdesk@usc.edu

Open only to Arts, Technology and the Business of Innovation students

Course Description

Critical approaches to social and cultural changes stemming from disruptive innovations in the arts, science, technology, communications, new media, politics and business. An introductory course for Freshmen that introduces the concepts of innovation, how it is created, used to create value in new and existing ventures, and how these activities affect society.

Learning Objectives and Outcomes

For each of the topics below, students will be able to:

Innovation

- Demonstrate an understanding of the differences between technology, invention, and innovation.
- Distinguish between different forms of innovation
- Demonstrate understanding of historical trends in the gales of creative destruction as discussed by key scholars
- Articulate alternative frameworks for creating, avoiding, and competing with disruptive innovations
- Articulate basic frameworks for creating innovative outcomes in groups.

Venture Capital Mindset

- Articulate the risk vs. reward rationale used by venture capitalists

Managing a Business

- Demonstrate understanding of key concepts such as different forms of legal entities and their tax implications, fiduciary responsibility including principal – agent relations and problems, contracts, as well as concepts such as cash flow and working capital.

- Demonstrate understanding of key concepts such as tangible and intangible assets, intellectual property, the profit equation, and how asset values are determined
- Describe the entrepreneurial mindset for creating value
- Create a business model
- Create basic budgets, adequate working capital, and cash flows
- Demonstrate familiarity with the use of three common project planning approaches:
 - Work Breakdown Structure (WBS);
 - Program Evaluation & Review Technique (PERT); and,
 - Timeline planning using Gantt charting.

Competition

- Distinguish between industry and markets
- Analyze and anticipate competitive actions by rivals
- Identify markets, market segments, and market niches
- Understand and create sustainable competitive advantage.

Creating Memorable Customer Experiences

- Demonstrate understanding of valuable unique and sustainable customer experiences
- Demonstrate competency in writing problem/need statements for customer segments
- Demonstrate understanding of how to enhance customer value thru service, channels, brands, and customer engagement.
- Demonstrate understanding of how to enhance customer value thru superior products and systems.
- Identify unique and sustainable customer experiences for existing and currently unserved customers
- 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
- Create organizational support systems for delivering valuable unique and sustainable customer experiences.

Making Presentations

- Demonstrate competency in making business presentations

Disruptive Innovation

- Conduct a market demand analysis of a potentially disruptive innovation.
- Demonstrate understanding of how to develop and sustain disruptive innovations through organizational networks, structures, and processes.
- Describe the steps in conducting a technology analysis idea filter and the link between technology and disruptive innovations.

- Demonstrate formulating a market entry that builds a sustainable advantage around the benefits that customers value in a potentially disruptive market setting.
- Construct a business model for a potentially disruptive innovation.

Minimum Viable Product (MVP)

- Be familiar with the ideas behind creating a Minimum Viable Product (MVP) to test ideas (and later, prototypes) and identify the benefits that customers value quickly and easily.
- Create an MVP that links to your business model.
- Test assumptions and hypotheses by including viable features in the MVP that can test the likelihood of disruption.

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 to 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.

[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. This applies to having electronic devices open during online class time as well (e.g., checking your social media or email during an online Zoom class).

Required Readings and Additional Learning Materials

If you have a financial hardship in purchasing the course material, please see me for referral to the appropriate office within the Academy that handles student financial aid.

This course uses simulations, 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.

Purchase the Harvard Business School Publishing coursepack: (\$68.50)

<https://hbsp.harvard.edu/import/899328>

To purchase you will have to register and log in. If you need assistance, contact Harvard Business Publishing Help directly (1-800-545-7685 or custserv@hbsp.harvard.edu).

- Billy Beane and the Oakland Athletics (A): Disruptive Innovation in Major League Baseball
- Marketplace Simulations: Venture Strategy - Bikes (Play against classmates)
- Mt. Everest v3 (Leadership and Team Simulation)
- Zappos's CEO on Going to Extremes for Customers

Free articles, Videos, etc.

Alexander Osterwalder (www.alexosterwalder.com)

Blue Ocean Strategy ([Red and Blue Oceans](#))

Clayton Christiansen ([Jobs to be Done](#))

IDEO ([Design Thinking](#))

Intuit ([Quickbooks](#))

Michael Porter ([5 Forces](#))

Stanford d.school ([design resources](#))

Steve Blank (www.steveblank.com)

[Why the Lean Startup Changes Everything](#)

Strategyzer (www.strategyzer.com)

Additional (Free) Resources

Book preview: *Business Model Generation*

<https://assets.strategyzer.com/assets/resources/business-model-generation-book-preview-2010.pdf>

Book preview: *Value Proposition Design*

<https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf>

Book preview: *Testing Business Ideas*

<https://cdn2.hubspot.net/hubfs/4952096/Strategyzer-Books-Testing-Business-Ideas-Teaser.pdf>

Book preview: *The Invincible Company*

https://cdn2.hubspot.net/hubfs/4952096/Strategyzer_Series_Books_The_Invincible_Company_Preview.pdf

Book preview: *High Impact Tools for Teams*

[https://www.strategyzer.com/hubfs/High-Impact-Tools-for-teams %20HITT%20Book%20Preview_sample.pdf](https://www.strategyzer.com/hubfs/High-Impact-Tools-for-teams%20HITT%20Book%20Preview_sample.pdf)

Optional Resources – Amazon.com

Bill Reichert ([Getting to Wow! Silicon Valley Pitch Secrets for Entrepreneurs](#)) (\$15)

Jenn Lim ([Beyond Happiness](#)) (\$22)

Reid Hoffman ([Blitzscaling](#)) (\$20)

Please feel free to suggest additional resources for discussion whenever you find something valuable. Sharing is encouraged, but *respect copyrights*.

Copyright Infringement

As a general matter, copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

Sharing of course materials outside of the learning environment

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of classroom learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been

displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Description and Assessment of Assignments

All assignments are graded by me. 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. If a teaching assistant is available, they will help administer the simulations and administration of the Bb system as well as answer questions.

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.

Turning-in Assignments

Your completed written assignment is to be submitted through Bb "Turn-it In" not later than midnight one day before they are due. If for some reason your completed assignment is not accepted by "Turn-it-In" send it to be **in pdf format (ONLY)** as an email attachment. I will only accept completed assignments as pdf formatted documents.

Be sure to name the file with our class, your name, the assignment name, and date.

For example: ACAD 181, Scott Armanini, Reflection 1, 22-01-06.

Unless I specify otherwise, all assignments are to be submitted electronically by sending them through the "turn-it in" system to me in pdf format as previously discussed. Any document that cannot open will not be read, graded, or counted.

- **Please do not send me links to your work in other programs such as MURAL, SLACK, Google Docs, etc.**
- It is your responsibility to make sure assignments open as intended on my computers.
- Make sure your work is labeled and professional.
- Documents exceeding 1 page or slide in length must have footers containing **page numbers and the file name on all pages**.
- Team submissions should be labeled by the team name, list of members and role, homework number with description and date in the upper right corner of the first page.

For example (feel free to change the role names and their description):

Team 5

Members and Roles:

- Adams – coordinator (overall responsibility for ensuring collaborative effort, meeting internal and external deadlines, final editing and turning in final deliverable on time)
- Ang - researcher (coordinates the team's collection of relevant information for analysis as well as helping to review and edit the final draft)
- Jones – analyst (coordinates the analysis of information collected into a meaningful set of conclusions resulting from a logical argument)
- Nuan – writer (responsible for coordinating the first draft covering points in grading rubric)
- Pfeiffer – presentation (responsible for organizing presentation and slide preparation)
- Homework Assignment #1 Historical Perspectives on Movable Type (a disruptive innovation)
- Etc. – etc. – etc. in bullet format

Not Turning-in Assignments

Not turning an assignment in when due results in 10% loss in grade for each day late beginning at 12:01 a.m. on the date of presentation.

Failure to turn in the assignment within 3 days will result in a zero for the assignment.

Teamwork

Working in teams is one of the key things to learn in this course. Each of you are individually responsible to the other members of your team for your team's final written and presented result. Failing to turn-in a team assignment on time will result in every member of the team losing grade points as described in the previous paragraph therefore, it is everyone's responsibility in the team to insure that assignments are turned in on time and in the proper format.

You should spend the time set aside at the beginning of the class to get to know the other members of the team, exchange contact information, and assign responsibilities.

Similarly, you should all be in attendance either face-2-face (f2f) or online to orally present your portion of the team'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 in helping me allocate your participation grade.

Scott Armanini is inviting you to a scheduled Zoom meeting.

20221:10201:ACAD-181 Disruptive Innovation

Jan 10, 2022 06:00 PM Pacific Time (US and Canada)

Every week on Mon, Wed, until Apr 27, 2022, 28 occurrence(s)

Jan 10, 2022 06:00 PM

Jan 12, 2022 06:00 PM

Jan 17, 2022 NO CLASS – Martin Luther King Day holiday

Jan 19, 2022 06:00 PM

Jan 24, 2022 06:00 PM

Jan 26, 2022 06:00 PM

Jan 31, 2022 06:00 PM

Feb 2, 2022 06:00 PM

Feb 7, 2022 06:00 PM

Feb 9, 2022 06:00 PM

Feb 14, 2022 06:00 PM

Feb 16, 2022 06:00 PM

Feb 21, 2022 NO CLASS – Presidents' Day holiday

Feb 23, 2022 06:00 PM

Feb 28, 2022 06:00 PM

Mar 2, 2022 06:00 PM

Mar 7, 2022 06:00 PM

Mar 9, 2022 06:00 PM

Mar 13, 2022 NO CLASS – Spring Break

Mar 15, 2022 NO CLASS – Spring Break

Mar 21, 2022 06:00 PM

Mar 23, 2022 06:00 PM

Mar 28, 2022 06:00 PM

Mar 30, 2022 06:00 PM

Apr 4, 2022 06:00 PM

Apr 6, 2022 06:00 PM

Apr 11, 2022 06:00 PM

Apr 13, 2022 06:00 PM

Apr 18, 2022 06:00 PM

Apr 20, 2022 06:00 PM

Apr 25, 2022 06:00 PM

Apr 27, 2022 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: https://usc.zoom.us/meeting/tJwqd-ihqjwEtQkGOHrhY5RJcaSve11xxL4/ics?icsToken=98tyKuCgqTsrE9CStxGHRoW-B4igd_PwiGZaj7dslzjKKzJbW1bEHOFDAYR6QYnl

Join Zoom Meeting

<https://usc.zoom.us/j/98701947780?pwd=cDdUNjFTN3ZDRnBhOTFJOFI2clFPQT09>

Meeting ID: 987 0194 7780

Passcode: SAbTrgBMNn

One tap mobile

+13017158592,,98701947780# US (Washington DC)

+13126266799,,98701947780# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 647 558 0588 Canada

+1 778 907 2071 Canada

+1 204 272 7920 Canada

+1 438 809 7799 Canada

+1 587 328 1099 Canada

+1 613 209 3054 Canada

+1 647 374 4685 Canada

Meeting ID: 987 0194 7780

Find your local number: <https://usc.zoom.us/u/adotOneQ9y>

Join by SIP

98701947780@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)
103.122.166.55 (Australia Sydney)
103.122.167.55 (Australia Melbourne)
149.137.40.110 (Singapore)
64.211.144.160 (Brazil)
149.137.68.253 (Mexico)
69.174.57.160 (Canada Toronto)
65.39.152.160 (Canada Vancouver)
207.226.132.110 (Japan Tokyo)
149.137.24.110 (Japan Osaka)

Meeting ID: 987 0194 7780
Passcode: 0562609980

Simulations

In this Spring course, ACAD181, we will use two simulations (Everest, and Bikes) that will help you build a successful team and develop a new business venture.

Everest (V3)

Learning to work effectively with strangers in teams solving problems has become an essential part of the modern workplace. In most of these situations the teams are physically dispersed sometimes across time zones and communication and coordination must be done using the electronic tools available such as Zoom. While the COVID-19 pandemic and its impact on our traditional face-to-face instruction is something new to many of you and is challenging, it is also a realistic foreshadowing of your future work life. So difficult as this online mode of instruction is, it is good practice some important job skills.

One of the dilemmas in working in these virtual stranger teams is that the people in them don't have an easy way of getting to know each other so that important group norms such as trust and psychological safety are given, reciprocated, and earned. In this class, we have that same problem as it is hard to get to know each other without first working together on a tangible problem to learn who can be counted on for what.

The purpose of the Everest simulation is to help us in this process by providing you with a tangible problem to try and solve together in your virtual team. Just as in a real-world team, you will each have a different role to play with different motivations and information to contribute. Also, just as in a real-world team, you will be competing with other teams and your performance will be evaluated and will count in your overall evaluation.

Finally, just as in team based organizations (e.g., the Jet Propulsion Lab or JPL) your individual performance will be evaluated by your peers and their willingness to work with you on future teams determines whether or not you get paid (i.e., in team-based organizations the teams have

the budget lines so, if your peers don't select you to work with them on a future team, there is no budget line to pay you).

In the same way, at the Academy you are building your personal reputation in this first semester within the Academy. That reputation will follow you throughout the years in this program. Not only may you have problems getting your peers to work with you but their willingness to work with you after graduation will help determine just how helpful they may be in your future career success.

Software Demo: Once you purchase the coursepack and open the Everest simulation you can watch the "*How to Play*" video.

Bikes Simulation

The scenario revolves around 3D-printed, carbon fiber bicycles, a niche segment of the bicycle industry. The market is global, and this segment is in its introductory stage of the product life cycle.

Within this new industry, you and your classmates will form the new venture firms, which will be developing the market. There are no other firms beyond those in this class and all teams start out with the same resources to ensure a level playing field.

Your team will gain experience by making realistic business decisions. We compress time and speed up the business cycle and then immerse your team in the management of a new business.

Rather than start in the middle of the story (a mature firm), we use a venture situation to start at the beginning of the story. You will see how various tools and ways of thinking become useful as the firm expands its operations and must take on new tasks and responsibilities. In this way, the logic of business practices should become more intuitive.

The consequences of your decisions are quickly revealed in the simulated marketplace. Players learn to adjust their strategy to become stronger competitors by studying end-user opinions, smart competitive moves, and your own operational and financial performance. Over the course of the entire exercise, your understanding of the linkages among the functional areas of business will grow.

In six decision rounds representing a one-and-a-half-year period of compressed time, you must evaluate the market opportunity, choose a business strategy, evaluate the tactical options, and make a series of decisions with profitability and all stakeholders in mind. Your decisions are combined with the decisions of your competitors and run through a marketplace simulator. The results are fed back to the players for the next round of decision-making.

The learning strategy is to gradually build the business and thus, gradually introduce new issues, which must be mastered by you and the other players. Each quarter or decision period has a

dominant activity and a set of decisions, which are linked to it. These dominant activities take you through the business life cycle from start-up, to development, to growth, and ultimately to near maturity. As you work through the business life cycle, new decisions and managerial content is phased in as it becomes relevant to the current decisions.

Each quarter's activities not only result in new material being introduced, but also build upon the prior content so that there is considerable repetition. Business activities such as cash flow planning, value creation in product design, production scheduling, profitability analysis, and strategic planning and management require repetitive exercise to set them into your natural thinking.

Here is a list of what *Bike* players do:

- Analyze market research data
- Plan and roll out a marketing campaign
- Design and price brands to appeal to different market segments
- Select and develop distribution channels
- Devise advertising campaigns
- Allocate scarce funds to R&D, manufacturing, advertising, and distribution
- Select and prioritize R&D projects, leading to new product features
- Address systemic problems and opportunities that affect all stakeholders
- Negotiate strategic partnerships with competitors for new technology
- Initiate and defend lawsuits over false advertising
- Hire employees and set competitive compensation packages
- Schedule production and manage plant capacity
- Manage cash
- Negotiate equity and debt financing for new business development
- Compete head-to-head with other business teams
- Adjust strategy and tactics in response to operational and financial performance, competitive tactics, and customer needs

The specific goal of the exercise is to develop your management skills by giving you an integrated perspective of the entire business operation. In terms of specifics, the exercise can:

- Challenge you to align and harmonize the interests of employees, customers, suppliers, the community, and shareholders
- Develop strategic planning and execution skills within a rapidly changing environment
- Crystallize the linkages between business decisions and financial performance
- Instill a bottom-line focus and the simultaneous need to deliver customer value
- Internalize how important it is to use market data and competitive signals to adjust the strategic plan and more tightly focus business tactics
- Develop teamwork across functions, opening new communication links

- Promote better decision-making by helping you see how your decisions can affect the performance of others & organization as a whole
- Facilitate learning of important business concepts, principles, and ways of thinking
- Experience the challenges and rewards of the entrepreneur by starting up and running a new business venture
- Build confidence through knowledge and experience

Grading Timeline

Grading and feedback will be returned in a timely manner, usually within one week. You are encouraged to meet with me to discuss any aspect of an assignment or exam.

Grading Breakdown

Date	Activity	Individual Grade	Team Grade	Totals
Jan 19	Mt. Everest Simulation #1 Team Video		50	50
Jan 24	Mt. Everest Simulation #2 Individual Reflection and Team Video	150	50	200
Feb 2	Historical Innovations		50	50
Mar 2	Bikes Simulation - Executive Briefing		50	50
Mar 9	Bikes Simulation - Business Plan		100	100
Apr 13	Bikes Simulation - Stockholder Report		50	50
Apr 13	Bikes Simulation Performance - Balanced Score Card		100	100
Apr 18	Peer evaluation	100		100
28-Apr	Weekly Diary	200		200
5-May	Final project		100	100
	Total Points	450	550	1000

Grading Scale

Course final grades will be determined using the following scale. There is no hard curve.

A	950 - 1000
A-	900 - 949
B+	870 - 899
B	830 - 869
B-	800 - 829
C+	770 - 799
C	730 - 769
C-	700 - 729
D+	670 - 699
D	630 - 669
D-	600 - 629
F	590 and below

Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student is expected to be in attendance as required by their Section assignment.

Residential and Hybrid Streaming Model Courses

When we move from online to a hybrid model, you can consult the latest COVID-19 testing and health protocol requirements for on campus courses. Continuously updated requirements can be found on the [USC COVID-19 resource center website](#).

Absences

Each student will be allowed **two excused absences** over the course of the semester for which no explanation is required. Students are advised 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 onethird 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.

Spring 2022 addendum:

- Unless students provide an accommodation letter from USC's Office of Student Accessibility Services or a letter from IYA Student Services detailing visa or travel restrictions, attendance and active participation is expected in the classroom. Any student with such accommodations should submit their accommodation document to the instructor as soon as possible to discuss appropriate accommodations. Either classroom recordings or live remote access to the class via Zoom will be provided.
- Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of any class sessions that you can't attend for medical reasons, and accommodations will be arranged to view recorded lectures and submit alternatives to any missed class participation. Students will not be penalized for not attending class in person under these circumstances.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19

HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE

The following first year software are now available for purchase online through the USC Iovine and Young software catalog at the Academy discounted rate:

Software	IYA Short-Term License
Adobe Creative Cloud	\$70 2021-2022 annual license (active through July 2022)
Apple Logic Pro	\$35 semester license

Solidworks	\$35 semester license
Apple Final Cut Pro	\$35 semester license

To purchase:

- Visit: <https://commerce.cashnet.com/IOVINE>
- Select the software license(s) you would like to purchase by clicking "View Details" or the software title, and make your purchase
- You will receive an order confirmation receipt at the email address you provided
- You will be notified by email when the software license has been activated

If you have any questions about this process, please do not hesitate to contact Academy IT Support at iya.helpdesk@usc.edu.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday January 10</p> <p>Week 1 Session 1</p>	<p>What Is Disruptive Innovation?</p> <p>Course Introduction Participate in question and answer session.</p>
<p>Wednesday January 12</p> <p>Week 1 Session 2</p>	<p>Case Study: Disruptive Innovation</p> <p>Watch the movie <i>Moneyball</i>, and/or read “<i>Billy Beane and the Oakland Athletics (A): Disruptive Innovation in Major League Baseball</i>” from our Harvard Business School Publishing coursepack.</p>
<p>Monday January 17</p> <p>Week 2 Session 3</p>	<p>Martin Luther King Day – National and University holiday (no classes)</p>
<p>Wednesday January 19</p> <p>Week 2 Session 4</p>	<p>Mt. Everest Simulation: Orientation</p> <ul style="list-style-type: none"> • Team assignments. • Participate in Mt. Everest question and answer session. <p>Mt. Everest Simulation in-class exercise</p> <ul style="list-style-type: none"> • Climb Mt. Everest. <p>Deliverable, NO LATER THAN midnight on Wednesday, January 19.</p> <ul style="list-style-type: none"> • Each Team creates a video showing how you made decisions during your attempt to summit, in preparation for the Simulation debrief.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday January 24</p> <p>Week 3 Session 5</p>	<p>Mt. Everest Simulation in-class exercise</p> <ul style="list-style-type: none"> • Climb Mt. Everest (again) <p>Deliverable: NO LATER THAN midnight on Monday, January 24.</p> <ul style="list-style-type: none"> • Individual: Turn-in your Mt. Everest Reflections. • Each Team <i>creates a video</i> showing how you made decisions during your second attempt to summit, in preparation for the Simulation debrief.
<p>Wednesday January 26</p> <p>Week 4 Session 6</p>	<p>Creative Destruction & Innovation</p> <p>In-Class Exercise: <i>Models of Impact</i> (Matthew Manos)</p> <ul style="list-style-type: none"> • Work in your teams to select and then analyze your Social Impact innovations (for presentation at end of class).
<p>Monday January 31</p> <p>Week 4 Session 7</p>	<p>Case Study: <i>Zappos's CEO on Going to Extremes for Customers</i> Harvard Business School Publishing coursepack</p> <p>In-Class Exercise: Disruptive Innovation in Action</p> <ul style="list-style-type: none"> • Each Team selects an example of Disruptive Innovation and conducts research. • Summarize your findings and present them during our next class.
<p>Wednesday February 2</p> <p>Week 4 Session 8</p>	<p>Presentation of Historical Innovations</p> <ul style="list-style-type: none"> • Each Team presents their analysis of a historical innovations to the class. <p>Deliverable: NO LATER THAN midnight on Wednesday, February 2.</p> <ul style="list-style-type: none"> • Turn in your Team's Historical Innovation analysis presentation.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday February 7</p> <p>Week 5 Session 9</p>	<p>Blue & Red Oceans</p> <ul style="list-style-type: none"> • Discussion of “<i>Blue Ocean</i>” strategy. <p>In-Class Exercise: <i>Blue Oceans</i> in Action</p> <ul style="list-style-type: none"> • Each Team selects an example of <i>Blue Ocean innovation</i> and conducts research. • Summarize your findings and present them at the end of class.
<p>Wednesday February 9</p> <p>Week 5 Session 10</p>	<p>Industry & Competitive Analysis</p> <ul style="list-style-type: none"> • Discussion of “<i>Red Ocean</i>” strategy. <p>In-Class Exercise: <i>Red Oceans</i> in Action</p> <ul style="list-style-type: none"> • Each Team selects an example of <i>Red Ocean innovation</i> and conducts research. • Summarize your findings and present them at the end of class.
<p>Monday February 14</p> <p>Week 6 Session 11</p>	<p>Legal Entities, Liabilities and Taxes</p> <p>Discussion on the types of legal entities, and liability and tax consequences of each type, from the slide deck and readings.</p>
<p>Wednesday February 16</p> <p>Week 6 Session 12</p>	<p>Simulation: Bikes</p> <p>https://www.marketplace-simulation.com/venture-strategy-bikes-demo</p> <ul style="list-style-type: none"> • Start up the company; • Organize the team into functional responsibilities; • Analyze market research; • Establish the firm’s strategic direction; • Set up shop (build a plant, design brands; and,open the first store). <p>Deliverables:</p> <ul style="list-style-type: none"> • NO LATER THAN midnight on Friday, February 18, Complete Q1 discussions which forms part of the overall Simulation Performance, based on the Cumulative Balance Scorecard.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
Monday February 21 Week 7 Session 13	Presidents Day – National and University holiday (no class)
Wednesday February 23 Week 7 Session 14	Bike Simulation – Marketing <ul style="list-style-type: none"> • Test: <ul style="list-style-type: none"> • Market brands; • Prices; • Ad copy; • Media campaigns; • Sales staffing; and, • Compensation package. • Study: <ul style="list-style-type: none"> • Market’s response; • Competitive tactics; and, • The Firm’s own: <ul style="list-style-type: none"> • Operational; • Human resource; and • Financial performance. • Adjust strategy. <p>Deliverable:</p> <ul style="list-style-type: none"> • NO LATER THAN midnight on Friday, February 25 Complete Q2 decisions which form part of the overall Simulation Performance, Based on the Cumulative Balanced Scorecard.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday February 28</p> <p>Week 8 Session 15</p>	<p>Business Models and Jobs to be Done</p> <p>Watch the videos: Clay Christensen: <i>The Jobs to be Done Theory</i> Alexander Osterwalder: <i>Business Model Canvas</i></p> <p>Training: <i>Introduction to the Business Model Canvas</i> https://platform.strategyzer.com/training/crash-courses/business-model-basics</p>
<p>Wednesday March 2</p> <p>Week 8 Session 16</p>	<p>Bikes Simulation – Executive Briefing</p> <ul style="list-style-type: none"> • Continue with testing: <ul style="list-style-type: none"> • Market brands; • Prices; • Ad copy; • Media campaigns; • Sales staffing; and, • Compensation package. • Study: <ul style="list-style-type: none"> • Market’s response; • Competitive tactics; and, • The Firm’s own: <ul style="list-style-type: none"> • Operational; • Human resource; and • Financial performance. • Adjust strategy. <p>Deliverable:</p> <ul style="list-style-type: none"> • NO LATER THAN midnight on Friday, March 4 at midnight. Complete Q3 decisions which form part of the overall Simulation Performance, based on the Cumulative Balanced Scorecard.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday March 7</p> <p>Week 9 Session 17</p>	<p>Value Propositions Read: <i>Value Proposition Canvas</i> https://www.strategyzer.com/canvas/value-proposition-canvas and https://assets.strategyzer.com/assets/resources/the-value-proposition-canvas.pdf</p> <p>Book preview: <i>Value Proposition Design</i> https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf</p> <p>Training: <i>Introduction to the Value Proposition Canvas</i> https://platform.strategyzer.com/training/crash-courses/value-proposition-canvas</p>
<p>Wednesday March 9</p> <p>Week 9 Session 18</p>	<p>Bikes Simulation – Business Plan</p> <p>Deliverable:</p> <ul style="list-style-type: none"> • NO LATER THAN midnight on Friday, March 25. Prepare a business plan and obtain financing from venture capitalists. Complete Q4 decisions which form part of the overall Simulation Performance, based on the Cumulative Balanced Scorecard.
<p>Monday March 14</p> <p>Week 10 Session 19</p>	<p>Spring Break – NO CLASS</p>
<p>Wednesday March 16</p> <p>Week 10 Session 20</p>	<p>Spring Break – NO CLASS</p>

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday March 21</p> <p>Week 11 Session 21</p>	<p>Managing Money Come to class prepared to discuss cash and working capital management.</p> <p>Work on business plan for Q5</p> <p>Each team will receive \$2.5M from investors (25,000 shares @\$100)</p> <ul style="list-style-type: none"> • Review the results from Q4 and discuss how your team will proceed in Q5. • Undertake an international rollout campaign based on the business plan. • Adjust the strategy in response to market opinion, competitive tactics, and operational, employee, and financial performance <i>and any unexpected economic developments that might occur.</i>
<p>Wednesday March 23</p> <p>Week 11 Session 22</p>	<p>Continue working on business plan for Q5</p> <p>Watch Bill Reichert's tips for pitching to investors https://www.youtube.com/watch?v=8O_wK3D7Blw</p>
<p>Monday March 28</p> <p>Week 12 Session 23</p>	<p>Continue working on business plan for Q5</p>
<p>Wednesday March 30</p> <p>Week 12 Session 24</p>	<p>Present your business plan for Q5 for acceptance</p> <p>Deliverable:</p> <ul style="list-style-type: none"> • NO LATER THAN midnight on Sunday, April 3 Complete Q5 decisions which form part of the overall Simulation Performance, based on the Cumulative Balanced Scorecard.

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p data-bbox="268 321 386 391">Monday April 4</p> <p data-bbox="268 448 386 518">Week 13 Session 25</p>	<p data-bbox="478 321 1413 354">Begin preparing your Final Report to Board of Directors (stockholders)</p> <p data-bbox="478 358 1440 391">Review the results from Q5 and discuss how your team will proceed in Q6.</p>
<p data-bbox="247 532 407 602">Wednesday April 6</p> <p data-bbox="268 659 386 729">Week 13 Session 26</p>	<p data-bbox="478 532 1451 565">Continue preparing your Final Report to Board of Directors (stockholders)</p> <p data-bbox="478 570 806 602">Review the results for Q6</p> <p data-bbox="478 651 638 683">Deliverable:</p> <ul data-bbox="533 688 1776 797" style="list-style-type: none"> <li data-bbox="533 688 1776 797">• NO LATER THAN midnight, Sunday, April 10 Complete Q6 decisions which form part of the overall Simulation Performance, based on the Cumulative Balanced Scorecard.
<p data-bbox="268 808 386 878">Monday April 11</p> <p data-bbox="268 935 386 1005">Week 14 Session 27</p>	<p data-bbox="478 808 1451 841">Continue preparing your Final Report to Board of Directors (stockholders)</p>
<p data-bbox="247 1019 407 1089">Wednesday April 13</p> <p data-bbox="268 1146 386 1216">Week 14 Session 28</p>	<p data-bbox="478 1019 1293 1052">Present your Final Report to Board of Directors (stockholders)</p> <p data-bbox="478 1097 653 1130">Deliverables:</p> <ul data-bbox="512 1135 1566 1203" style="list-style-type: none"> <li data-bbox="512 1135 1566 1203">• NO LATER THAN midnight on Sunday, April 18. Each Team Member Turns-in their Peer Evaluation (of fellow team members).

Day & Date Week & Session	Topic, Readings & Cases (See Bb for Session details)
<p>Monday April 18</p> <p>Week 15 Session 29</p>	<p>Your Big Disruptive Idea</p> <p>Discovery – Part 1 Each team selects, and begins conducting research on, their Big Disruptive Idea.</p>
<p>Wednesday April 20</p> <p>Week 15 Session 30</p>	<p>Your Big Disruptive Idea</p> <p>Discovery – Part 2 Each team continues conducting research on, their Big Disruptive Idea. NOTE: Friday, April 22 – Earth Day</p>
<p>Monday April 25</p> <p>Week 16 Session 31</p>	<p>Your Big Disruptive Idea</p> <p>Discovery – Part 3 Each team continues conducting research on, their Big Disruptive Idea.</p>
<p>Wednesday April 27</p> <p>Week 16 Session 32</p>	<p>Your Big Disruptive Idea</p> <p>Discovery – Part 4 Each team continues conducting research on, their Big Disruptive Idea.</p>
<p>April 30 – May 3</p>	<p>Study Days</p>
<p>Wednesday</p> <p>May 4 7:00 – 9:00 PM</p>	<p>https://classes.usc.edu/term-20221/finals/</p> <p>FINAL SESSION – Pitch your Big Disruptive Idea Additional Deliverables:</p> <ul style="list-style-type: none"> • NO LATER THAN midnight on Sunday, May 1. Each Team Member turns-in their Peer Evaluation (of fellow team members), and their course diary.

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

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

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, 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

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

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

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.

Zoom etiquette

Asynchronous Considerations

- Please try and follow the USC suggested discussion norms listed below under the headings of: respect, constructiveness, and Inclusivity.
- Written communication should be in accordance with professional standards written clearly and succinctly. We will discuss professional business communication standards in class.
- Please sign your name to each post and reply.
- Try and avoid chat acronyms, emoticons, etc. in your postings and replies.
- Follow USC policy regarding material and communication posted within Bb (see below).
- Please contact me by email if you encounter any problems or conflict in the asynchronous environment.

Synchronous Considerations

- You should come to class as you would in a professional Zoom meeting with an employer.
- Log-in to the class using Bb and or Zoom not your phone.
- If you have technical issues during the class, please let me know in the chat. If there is a TA, they will try and resolve your problem and if not, you should contact iyhelp@usc.edu, 213-8216917 directly.
- Please mute your microphones when you are not speaking.
- Please enable your webcam, so you are visible in the course.
- Please feel free to make use of the chat box during the session.
- When you have something to add, please raise your hand so that I can see it in the video or use the electronic hand.
- Please contact me by email if you encounter any problems or conflict in synchronous environment.

Please contact me with questions or concerns about complying with a policy. For instance, if you are unable to keep their camera on during the synchronous Zoom session, contact me prior to the class session to discuss expectations and accommodations needed.

Synchronous session recording notice

The synchronous sessions will be recorded and provided to all students asynchronously.

Respect

- ✦ Listen actively and attentively.
- ✦ Listen respectfully, without interrupting.
- ✦ Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- ✦ Listen carefully to what others are saying.
- ✦ Listen carefully to what others are saying even when you disagree with what is being said.

- ✦ Respect each other's views.
- ✦ Challenge one another, but do so respectfully.
- ✦ Be respectful of what others are saying.

- ✦ Always use a respectful tone.
- ✦ Avoid inflammatory language.
- ✦ Avoid put-downs (even humorous ones).
- ✦ No name-calling or other character attacks.
- ✦ No interrupting or yelling.
- ✦ Do not interrupt when someone else is speaking.
- ✦ Be aware of the fact that tone of voice and body language are powerful communicators. Some postures or facial expressions (e.g., crossed arms, eye rolls, loud sighs) can silence, provoke, intimidate, or hurt others. Others (e.g., facing and looking at the speaker, staying quiet, nodding) can show you are listening respectfully
- Refrain from responding to others' statements by applause, groans, or other noise.
- ✦ Signal agreement with another student's statement by silent applause.
- ✦ Make eye contact with other students and refer to classmates by name.

- ✦ Make no assumptions about others
- ✦ Trust that people are always doing the best they can.

Respect

- ✦ Be courteous. Don't interrupt or engage in private conversations while others are speaking.
 - ✦ Don't be incredulous.
 - ✦ Don't roll your eyes, make faces, laugh at a participant, etc., especially to others on the side.
 - ✦ Don't start side conversations parallel to the main discussion.
-
- ✦ Only make statements about an issue, person, or group if you are prepared to make the statement directly and respectfully to a person to whom the issue is important.
 - ✦ Don't present objections as flat dismissals (leave open the possibility that there's a response).
 - ✦ Only say what you truly believe.

Constructiveness

- ✦ Criticize ideas, not individuals or groups.
 - ✦ Focus on ideas, not personalities.
 - ✦ Respect others' rights to hold opinions and beliefs that differ from your own.
 - ✦ If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
-
- ✦ Commit to learning, not debating.
 - ✦ Build on one another's comments; work toward shared understanding.
 - ✦ Objections are fine, but it's also always OK to be constructive, building on a speaker's statement or strengthening their position. Even objections can often be cast in a constructive way.
 - ✦ Think before you speak.
 - ✦ Link claims and assertions to appropriate evidence whenever possible.
 - ✦ Either support statements with evidence or speak from personal experience.
 - ✦ Do not offer opinions without supporting evidence.
 - ✦ Refer to the text to support your ideas.
 - ✦ Support your statements. Use evidence and provide a rationale for your points.

Constructiveness

- ✦ Ask questions when you do not understand; do not assume you know what others are thinking.
 - ✦ Ask for clarification if you are confused.
 - ✦ Ask clarifying questions if you do not understand a point raised.
 - ✦ Ask a question to explore areas of uncertainty or discomfort.
- ✦ Try to see the issue from the other person's perspective before stating your opinion.
 - ✦ Consider the difference between responding to express yourself and responding to get an idea across to people who have different preconceptions than yours.
 - ✦ Always have your book/readings in front of you.
 - ✦ Build on your classmates' comments. Acknowledge them, even if you disagree with them.
- ✦ Speak from your own experience, without generalizing.
 - ✦ Use "I" statements to state your views. For example, "I notice that when I'm with my friends we pay attention differently" is more constructive than "When you're with friends you pay attention differently."
 - ✦ Share briefly from your own experiences when appropriate, rather than simply your positions.
- ✦ Be careful not to generalize about people.
 - ✦ Avoid blame and speculation.
 - ✦ Respond to what is said in class, without attributing motivation to the speaker (this can be very challenging).

Inclusivity

- ✦ Let other people speak. Once you are done speaking, let at least two other people talk before you speak again.
- ✦ Don't dominate the discussion.
- ✦ Try not to let your question (or your answer) run on.
- ✦ Do not monopolize discussion.

- ✦ Know that it is okay to be emotional about issues and to name those emotions.
- ✦ It's OK to ask a question that you think may be unsophisticated or uninformed.
- ✦ Don't worry about impressing people.
- ✦ Try not to silence yourself out of concern for what others will think about what you say

- ✦ Don't use unnecessarily offensive examples.
- ✦ If you are offended by anything said during discussion, acknowledge it immediately.
- ✦ If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

- ✦ Consider anything that is said in class strictly confidential. We want to create an atmosphere for open, honest exchange.
- ✦ Maintain confidentiality (what is said in the classroom stays in the classroom.) ▪ Keep confidential any personal information that comes up in class.
- ✦ Do not remain silent. Make sure to contribute to the discussion.
- ✦ Step Up, Step Back. Be mindful of taking up much more time than others. On the same note, empower yourself to speak up when others are dominating the conversation.
- ✦ Everyone in the group should participate in the conversation.
- ✦ Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- ✦ If you think something is missing from the conversation, don't wait for someone else to say it; say it yourself.
- ✦ Acknowledge points made by previous questioners.
- ✦ Support good ideas that other people have, even if they are different from your own.
- ✦ Take responsibility for the quality of the discussion.

Inclusivity

- ✦ We will not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.
 - ✦ Recognize and/or remember that we have different backgrounds.
 - ✦ Consider who gets left out, who is marginalized, under-represented, or erased by particular claims. So, for example, we could say, “That’s an image of an ideal family,” or we could say, “That may be an image of an ideal family for many middle-class white heterosexuals.”
 - ✦ Be careful about putting other students on the spot. Do not demand that others speak for a group that you perceive them to represent.
-
- ✦ Be aware of different communication styles--the ways we communicate differently based on our backgrounds and current contexts--and look for ways to expand your communication tool kits.
 - ✦ Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

Procedure

- ✦ Wait to be recognized by the instructor or discussion leader before speaking.
- ✦ Stand and face the majority of the class before speaking.
- ✦ State your name before making your statement, so other students can reference your statement properly.
- ✦ If responding or reacting to a statement by another student, indicate by name the student whom you are referencing.
- ✦ Make a single point each time you speak, rather than making a series of statements at once.
- ✦ Start your statement with a short one-sentence summary of the point you are making.

Spring 2022 – Important Dates

Jan. 7	Last day to register and settle without late fee
Jan. 10	Spring semester classes begin for Session 001
Jan. 10-14	Late registration and change of program for Session 001
Jan. 17	Martin Luther King Day, university holiday
Jan. 28	Last day to register and add classes for Session 001
Jan. 28	Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001
Jan. 28	Last day to change enrollment option to Pass/No Pass or Audit for Session 001
Jan. 28	Deadline for purchasing or showing proof of health insurance
Jan. 28	Last day to purchase or waive tuition refund insurance
Feb. 1	Last day to add/drop a Monday-only class without a mark of “W” and receive a refund or change to Audit for Session 001
Feb. 21	Presidents’ Day, university holiday
Feb. 25	Last day to drop a course without a mark of “W” on the transcript Mark of “W” will still appear on student record and STARS report and tuition charges still apply. *Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.
Feb. 25	Last day to change a Pass/No Pass to a letter grade for Session 001.
March 13-20	Spring recess
April 8	Last day to drop a class with a mark of “W” for Session 001
April 29	Spring semester classes end
April 30-May 3	Study days
May 4-11	Final examinations
May 12	Spring semester ends
May 13	Commencement