USC University of Southern California

The **iPodia** Alliance

The iPodia Alliance offers iPodia courses for students at participating universities to experience "glocal education" (i.e., *global learning from local campuses*). The iPodia course, "Principles and Practices of Global Innovation," is offered in two parallel Sections in Fall 2023. Section A is led by Prof. Jesus Manuel Dorador Gonza of UNAM in Mexico and Section B is led by Prof. Stephen Lu of USC in the U.S.A. iPodia students in both Sections will learn from the same materials, follow the same course schedules, participate in the same activities, and be subjected to the same assessments. The USC iPodia team will provide all needed administrative and technical support.

NOTE: Since USC students participate in this 3-unit iPodia class by enrolling in the 4-unit course (ISE454/ENGR454), additional learning activities are needed. They are required to attend an extra 1-hour discussion, immediately after the regular 2-hour iPodia class, on important issues related to global innovation (i.e., a total of 3 hours live class weekly). This document is the regular iPodia class syllabus, with USC-only additional learning activity described in Section 6-D.

Title and Number: **Principles and Practices of Global Innovation (ISE-445/ENGR-445)**

Units: four (4) units – for USC students registered in ISE445/ENGR445

Live Class Date-Time:

    Section A: Tuesdays 09:00-11:00 (Central Time in Mexico) until Oct 24, 2023,
               then 10:00-12:00 (Central Time) starting on Oct 31, after daylight saving.
    Section B (USC students only): Tuesdays 17:00-20:20 (Pacific Time) until Oct 31, 2023,
               then 16:00-19:20 (Pacific Time) starting on Nov 7, 2023, after daylight saving.
    Section B (non-USC students): Tuesdays 17:00-19:00 (Pacific Time)

Live Class Location: (for USC students only) Ronald Tutor Hall (RTH), Room 217

Teaching and Support Teams: Professor, TAs, and Tech Support for Sections A and B

Class Section	Section A	Section B (including USC students)
Chief Instructor	Prof. Jesus Manuel Dorador Gonza	Prof. Stephen Lu
Contact Email	dorador@unam.mx	sclu@usc.edu
Contact Phone	052-442-479-2527	01-213-740-9616
Office Hours	8:00-10:00, Mondays (MEX time)	16:00-17:00, Tuesdays (CA time)
Teaching Assistant	TBD	Varun Kamlesh Sankhe
TA Email	TBD	vsankhe@usc.edu
TA Office hours	TBD	TBD
Technical Support	Sriniwas Nayak (spnayak@usc.edu)	

1. Introduction

Global innovation is a "socio-technical" subject that requires innovators to have both "content knowledge" and "contextual understanding" of the undertaking to be successful in competitive global markets. The "content" is domain facts, theories, and principles that enable innovators to find the right innovation "solutions," whereas the "context" refers to those cultural factors and social norms based on which innovators can discover good innovation "opportunities." The former can be taught through courseware and classroom lectures by teachers, but the latter must be acquired through interactions with stakeholders themselves.

In this iPodia class, students will learn both the content (i.e., principles) and the context (i.e., practice) of technology innovation in competitive global markets. It will focus on how customer needs and market demands are shaped by various social and cultural contexts, which, in turn, open different innovation opportunities with creative indigenous solutions. A socio-technical innovation paradigm will be used to study the key concepts and principles that govern the dynamic lifecycle of product innovations in the early, mainstream, and late markets. Different competition strategies at each market stage will be explained. Real-world examples and case studies of technology products, especially on competitive global consumer markets, will be included for students to gain more insights into the global innovation practices.

This iPodia class provides students with a unique "**glocal**" learning (i.e., *global learning from a local campus directly*) opportunity to study global innovation together with classmates from multiple iPodia universities on different continents. Supported by a "learners-without-borders" hybrid learning environment (see Section 5), students will enjoy "*collaborative peer learning*" with their global peers in Sections A and B throughout the semester. Guided by a unique weekly iLearning cycle (see Section 6), they will first preview content materials online at home, attend weekly live classes in person (and/or virtually if needed), participate in cohort discussions to share different viewpoints, and take short quizzes for each weekly learning modules (see Section 7). Students will also engage (optionally) in global community building and participate in cross-campus team projects to apply learned innovation principles to practices.

Upon the completion of this iPodia course (i.e., the learning outcomes satisfying the learning objectives in Section 2), students will learn content knowledge about innovation principles and develop contextual understanding of innovation practices. In addition to a paper grade, students who finish this iPodia class will receive a "blockchain-based" digital certification to attest their glocal learning experiences and results. Most importantly, the mutual understanding of, and personal networking with, global peers that iPodia students can develop from borderless peer learning experiences in this iPodia class will become an important asset in their future careers as successful global innovators.

2. Learning Objectives

There are four learning objectives in this iPodia course. They include:

1). At the end of the semester, *students* should be able to clearly <u>explain</u> why and how challenges and approaches involved in global innovation can change dynamically with respect to different modes of market competition and socio-technical factors **in a comprehensive manner**.

2). Upon completing this class, *students* should be able to successfully <u>demonstrate</u> the ability to uncover novel opportunities and develop appropriate strategies to effectively pursue technological innovation **on a global scale**.

3). After participating in discussions with their diverse peers, *students* should be able to fully <u>recognize</u> the importance of contextual understanding and diverse viewpoints in facilitating global innovation **beyond their own perspectives**.

4). After collaborating with global teammates to complete innovation projects, *students* should be able to effectively <u>engage</u> in distributed, virtual teamwork, as both leaders and members, with the **required intercultural and interpersonal competencies**.

3. Class Prerequisites

Advanced undergraduate or masters-level graduate students from all relevant majors are eligible to enroll. Due to the interactive peer-learning requirement, <u>auditing is not permitted</u>. Participation without registration must be pre-approved by the faculty. Written and oral communication and team collaboration skills, interest in international topics, and a strong appreciation of cross-cultural and practice-based learning are important. Some general technical background will be helpful; however, domain specific knowledge is not required.

4. Reading Materials

There is no required textbook for this iPodia class. Self-study content materials of weekly learning modules will be posted online as PowerPoint slides with animations and recorded voice explanations. A portion of a pre-print textbook draft will be given to students to aid their study. Other supplemental materials will be distributed, as and when necessary.

5. iPodia Hybrid Learning Environment

All learning activities in this iPodia class will take place via the **P2P** System, a USC home-grown iLearning support platform built upon Microsoft Teams, so students can always learn, communicate, and collaborate with classmates continuously in a hybrid learning environment.

Students registered in this iPodia class will be provided with a P2P account to participate in the above iLearning activities. A special P2P training session will be offered on Tuesday, August 29th, 2023, for interested students. Additionally, a user manual and a training video for "*How to Use the P2P System*" will be posted online for all students.

When attending weekly live classes in the **iPodia Physical Classroom** (e.g., RTH217 at USC), students must also <u>bring their laptops with a webcam, microphone, and headset</u> to log in to the

iPodia Virtual Classroom (via P2P) at the same time, so that all other remote students can see and interact with them directly. Students who enter this virtual classroom can sit next to each other (visually), enhancing the potential for interaction, regardless of their school designation and physical locations. Due to the interactive nature, USC Distance Education Network (DEN) students, if all possible, are strongly encouraged to attend iPodia weekly live classes synchronously online or in person if they are local.

6. Learning Activities

The learning activities (A, B, and C) for all iPodia students are described below. Activity (D) is additional for USC students only. Interested non-USC students are welcome to attend this activity (D) as an option (but will not receive grades).

(A). Content-Context Module: (via *iLearning*) – Weeks 2 to 13; a total of 12 weeks

iPodia students will follow the unique **iLearning** pedagogy to self-study (i.e., preview) the assigned content materials, and then engage in "*collaborative peer interaction*" to develop important contextual understanding of ten (10) learning modules listed in Section 7. Unlike the traditional "eLearning" approach that mainly focuses on content study, iLearning, where "i" stands for "interactive," guides students to "*learn content materials individually and then acquire contextual understandings collaboratively*." iLearning is the most important feature of an iPodia class. The seven steps of the weekly iLearning process are shown below:
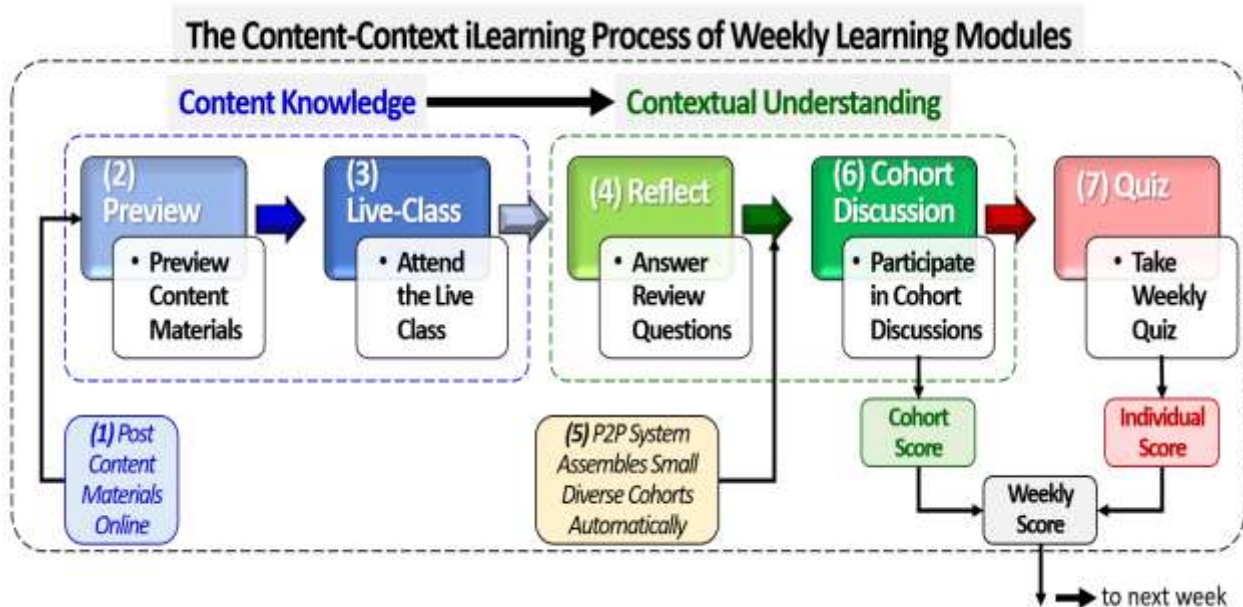
Step 1). The teacher **posts content materials** online:
   To begin a weekly iLearning cycle, a set of content materials of a learning module will be posted on P2P. Each module's content is organized as four key concepts (A, B, C, and D, see Section 7), explained by slides, short videos, and other supplementary information.

Step 2). Students **self-study content** materials:

All students are <u>strongly encouraged</u> preview the posted materials of the weekly learning module to familiarize themselves with the content, develop questions, and prepare for live discussions with cohort members before attending the live class.

Step 3). Students **attend the live class**:

All students attend the weekly live class in their respective iPodia classrooms. They must also bring their own laptops with a webcam, microphone, and headset to log in to the iPodia virtual classroom so other remote students can see and interact with them.

Step 4). Students **reflect on content** learned:

All students are required to answer a set of *reflection questions* to reveal their perspectives and understanding of the subject learned during preview and live-class steps. Students' answers will be used to assemble weekly discussion cohorts (but not graded).

Step 5). The P2P system automatically **assembles** small, **diverse cohorts**:

P2P uses students' answers above and other criteria to automatically group 4-6 students, whose understandings are most different, as cohorts. P2P also identifies one reflection question which students had the most different answers as their cohort discussion topic.

Step 6). Students participate in **online cohort discussions** to share/co-create contexts:

Cohort members meet online in P2P's breakout rooms to compare their understandings and share their viewpoints on the above discussion topic to produce required discussion deliverables. Cohort discussions will be tracked online for further research analyses.

Step 7). Students **answer quiz questions** to conclude a weekly learning module:

Upon completion of weekly cohort discussions, all students must answer a set *quiz questions* individually to assess their content knowledge and contextual understanding of the topics related to this week's learning module.

The specific deadlines in Pacific Time (PT) for the above seven iLearning steps are as follows:

1). Before/by 00:01 (i.e., 12:01 am) PT Monday: weekly content materials posted on P2P
2). From 00:01 Monday to 08:00 PT Tuesday: preview online content materials on P2P
3). From 08:00 Tuesday to 20:00 PT Tuesday: attend the live class in iPodia classrooms
4). From 20:00 Tuesday to 20:00 PT Wednesday: answer review questions on P2P
5). From 20:00 Wednesday to 12:00 PT Thursday: P2P assembles diverse cohorts automatically
6). From 12:00 Thursday to 23:59 PT Saturday: participate in cohort discussions on P2P
7). From 00:01 Sunday to 00:01 Monday PT: take the weekly quiz on P2P
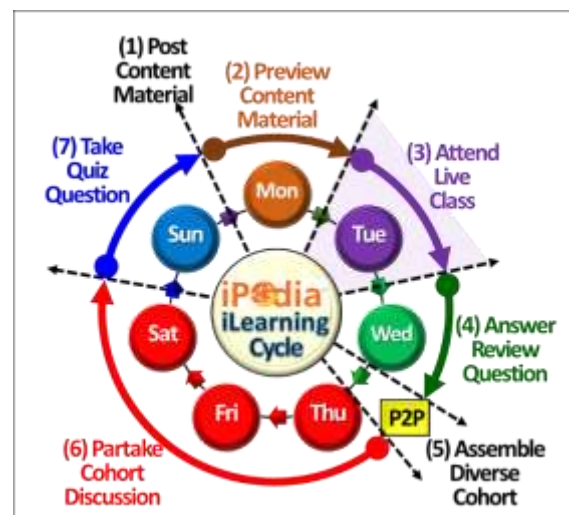
(B). ==Innovation Team Project:== -- Weeks 7 to 15; a total of 9 weeks

All iPodia students will be assigned to small cross-campus teams with classmates from other universities in Sections A or B respectively to work on innovation projects during the second half of the semester. The faculty will help project teams to uncover innovation opportunities within the assigned project theme. Students can apply what they learn in class to identify opportunities and create solutions for their self-chosen innovation targets (topics). Working with teammates from different locations and time zones also affords students the opportunity to practice globally distributed teamwork for future careers.

Project Theme: "A Circular Economy Model for XXX," where XXX is a particular consumer product chosen by the project team.

- A circular economy is a model of production and consumption that involves sharing, leasing, reusing, repairing, refurbishing, and recycling existing materials and products for as long as possible.

Project Logistics:

- All teams in both Sections A and B will address the above project theme.
- 6–8-member project teams will be assembled by students in the same Section.
- Same deliverables and their assessment rubric apply to project teams in both Sections A and B. More details will be announced before team projects begin.
- Faculty of participating schools will be assigned to monitor a subset set of team projects in Sections A and B to ensure students' full participation.

(C). ==Global Community Building:== -- (optional – online only) Weeks 2-6, a total of 5 weeks

An important outcome of this iPodia class is the personal acquaintances and networks that students can develop with their global colleagues through peer interactions. It can improve the productivity and effectiveness of teamwork in innovation projects in this class, as well as help students' career development as global innovators in the long term. These activities also prepare students to join the iPodia Alumni Network, a global community of young innovators, after completing the class.

- Through a series of informal and engaging social activities, students will enhance their professional global network through relationships and personal connections and develop global collaboration skills, an important professional skill.
- If appropriate, we will invite guest speakers to introduce recent developments in global innovation and other topics to help project teams to gain useful contextual information. Specifics will be announced when details are fixed.
- These online-only activities will be designed/led by Prof. Elisabeth Weiss of USC, who will provide further details at the beginning of the semester.

NOTE: Global Community Building is an **optional** learning component of the iPodia class. Further details of the activity will be provided by Prof. Elisabeth Weiss later.

(D). <mark>Real-World Case Discussion:</mark> -- (for USC students only) Weeks 3-12, a total of 10 weeks

During this one extra hour of live class, USC students will engage in interactive discussions on one specific topic chosen for that week. The topics will be very broad, some may not even seem to relate to global innovation directly at the first glance. The discussions, however, will be more specific, focusing on revealing the in-depth implications in the context of global innovation. The goal is for students to understand that global innovation opportunities and solutions are inherently related to, and influenced by, many real-world events and developments happening around us every day. Such understandings will help students to gain even deeper appreciations of the complex socio-technical challenges of innovations for them to become successful "strategic" innovators to do good for the world in the future.

- **Topic**: the teacher will announce the discussion topic with some guiding explanations one week before. Students are also encouraged to nominate interesting technical or non-technical topics which they believe are profoundly related to global innovation.
- **Preparation**: students are required to search for and study the relevant materials before the discussion by themselves. The teacher may also provide additional reference materials when appropriate.
- **Discussion**: the teacher will present a list of prompting and probing questions to start the discussion. Students are to address these questions with their own perspectives and exchange different viewpoints to develop shared understanding.
- **Deliverable**: at the end of the semester, students are required to develop a short (no more than 10 pages, 11 points, double spaces) essay relates to one or more topics that have been discussed. The essay must demonstrate your in-depth (and better yet, unique) contextual understandings and takes on your chosen topics.

All discussions will take place in RTH 217 add be recorded for later reviews. Non-USC students are welcome to view these recording and/or join the weekly discussion live (via P2P) if so interested. However, they are not required to submit the semester-end essay to be graded.

7. Weekly iLearning Modules

The materials of the content-context iLearning (see Section 6.A) are organized into ten (12) weekly modules (labeled as M-1 to M-12 in the course schedule); each iLearning module includes four (4) key concepts (labeled as -A to -D). Note that, when necessary, the teacher may modify some learning modules and/or key concepts to better meet students' learning needs.

Module 0: Course Introduction – Introduction of iPodia and its new iLearning paradigm

Module 1: The Big Picture: sustaining versus sustainable innovations
   A. How technology innovation has impacted   humanity & civilization of the global society
   B. The different definitions and scopes of technological innovation versus invention
   C. Some characteristics of successful innovative individuals and companies
   D. The sustainable paradigm: to create simple solutions to serve the needs of the many

Module 2: S-Curves: the dynamic lifecycle of technology innovations with market competitions

A. The socio-technical paradigm of technology innovations
B. The S-curve, and S-curves of technology innovations
C. Understand the lifecycle of technology innovations with S-curves
D. Demand → function → performance → price (or zero → one → many → too many)

Module 3: Initiate a Blue-Ocean Market – rapid development and deployment of new products
A. Strategies to create a blue-ocean market by developing brand-new products quickly
B. The Kano Model of Customer Satisfaction to select excitement features strategically
C. The Minimal Viable Product Model to quickly deliver only what is absolutely essential
D. The Hooked Model to entice initial customers and solicit their feedback ubiquitously

Module 4: Cross the Market Chasm – battling for the dominant design of technology innovations
A. Battles in an early market when multiple innovators swiftly introduce different products
B. The dominant design of technology innovations and their roles in an early market
C. Crossing the market chasm with a dominant design of technology innovation
D. Entering a mainstream market after a technology innovation crosses the market chasm

Module 5: Rapidly Growing Market – market segmentation and the Segment-Zero Principle
A. Segmentation and how it changes the nature of competition in a mainstream market
B. The definition and pre-conditions of the Segment-Zero Principle of competitions
C. The Segment-Zero Principle explains changes from rational to irrational competition
D. Real-world cases of the Segment-Zero Principle: automobile industry examples

Module 6: Over-Expanding Market – product modularization and technology commoditization
A. The strategic inflection point of a mainstream market and the Segment-Zero dilemma
B. How Segment-Zero strategic inflection point changes the nature of market competition?
C. How to modularize products for cost competition after Segment-Zero SIP?
D. Different ways to engage in cost competition after technology commoditization

Module 7: Survive an Aging Market – outsourcing and offshoring to endure price competition
A. Globalization and innovation – opportunities, and crises
B. Global outsourcing and offshoring, and why they have become popular in recent decades
C. Positive consequences of the current global outsourcing models in different regions
D. Negative consequences of the current global outsourcing models in different regions

Module 8: Internet-Era Innovations – create blue-ocean markets: speed, scope, and data
A. The complete spectrum of strategies in technological innovation
B. Some real-world examples of disruptive innovation strategies and their market impacts
C. Some real-world examples of platform innovation strategies and their market impacts
D. What are more sustainable technology innovation strategies in the future?

Module 9: Current Reversal Trends of Globalization – impact on Industry, Economy, and Society
A. Increasing social/economic divides caused by globalization and technology innovations
B. Recent reversal trends of outsourcing strategies and implications on global innovation
C. Changes in technological innovation and models of future global production
D. An important choice for future innovators

Module 10: The Internet of Things (IoT) and Industry 4.0 – significance, challenge, impact
   A. The history of industrial revolutions and how they impact humanity and societies
   B. Industry 4.0 and how it is different from the current mass production paradigm
   C. A future cloud-based, integrated production, distribution, and consumption ecosystem
   D. Innovation of highly personalized products (targeted smart customization)

Module 11: Couse Summary and Review – what have we learned this semester?

Module 12: Special Invited Gest Lecture (topic, time, and speaker will be announced later)

8. Learning Assessments (grading criteria)

The following weights, which total 100%, will be used to assess students' performance in each learning activity (see Section 6). Note that the first three activities are part of the iLearning cycle for content-context studies, for which students' performances will be evaluated continuously each week. The remaining activities will be evaluated at the completion time by the responsible faculty.

- **Live Class Attendance (10%)**

  ✓ Due to the highly interactive nature of this class, attendance at live classes is required for on-campus students. 1% will be deducted for each missing week. DEN students are strongly encouraged to attend live classes synchronously online or in person if they are local.

- **Cohort Discussion Participation (20%)**

  ✓ Cohort discussion deliverables will be graded by the teacher weekly. There are a total of 10 cohort discussions, each worth 3%.

- **Weekly Quiz Answer (10%)**

  ✓ Answers to weekly quiz questions will be automatically graded by P2P. There are a total of 10 cohort discussions, each worth 2%.

- **Final examination (20%)**

  ✓ A written final examination will be given during the live class time at the end of the semester. All students must take the final exam in person (either physically or virtually) at the same time.

- **Innovation Team Project (30%) – 40% for non-USC students**

  ✓ Project teams are required to present their final project results at the end of the semester. Based on multiple criteria, such as creativity, innovativeness, practicality, feasibility, impact, teamwork, etc., each team will receive a "team score" first. This team score will then be converted to individual scores for each member based on the results of a peer evaluation survey by teammates at the end of the semester.

- **Real-World Case Discussions (10%) – only for USC students**

  ✓ Grading will be based on the attendance records and the quality of the final essay paper. The paper should be no more than 10 pages (including figures, references, but not appendix), with double-space and 11pt. format prepared per scientific publication standards.

- **Global Community Building (0%)**

  ✓ Participation in online global community-building activities is underlined optional and will not be graded.

9. Course Schedule

The underlined preliminary course schedule, including learning activities and module topics, is shown in the following table. Some dates/activities are still tentative. Changes may be made later according to input from participating universities.

Live Class Session A						Fall 2023 iPodia Class **Principles and Practices of Global Innovation**	Live Class Session B			
AAC	UPA	UFRGS	NDU	UNAM			USC	NTU	PKU	SJTU
Live Class Local Times							Live Class Local Times			
TUE 17-19	TUE 18-20	TUE 12-14; 13-15*	TUE 18-20; 19-21*	TUE 9-11 10-12*	Study Week	Abbreviation & Color: Content-Context Module (M): preview, class, review, cohort, quiz; Global Community Building (G) / Innovation Team Project (P) / Real-World Case Discussion	TUE 17-20; 16-19*	WED 8-10	WED 8-10	WED 8-10
		Aug 29	Aug 29	Aug 29	1	M-0: Introduction of the iPodia course: iPodia platform, pedagogy, and the iPodia Alliance Syllabus: course overview, explanations of the 24/7 iLearning process and activities	Aug 29			
		Sept 05	Sept 05	Sept 05	2	M-1: Innovation – past, present, future: Innovate to Compete for Wants or Serve Needs? G-1: Global Community Building (optional online activity) – A&B hours to be determined	Sept 05	Sept 05		
		Sept 12	Sept 12	Sept 12	3	M-2: S-Curves – dynamic lifecycle of technology innovations with market competitions G-2: Global Community Building (optional online activity) – A&B hours to be determined	Sept 12	Sept 12	Sept 12	Sept 12
		Sept 19	Sept 19	Sept 19	4	M-3: Market Initiation: rapidly develop & launch products to create a brand-new market G-3: Global Community Building (optional online activity) – A&B hours to be determined	Sept 19	Sept 19	Sept 19	Sept 19
		Sept 26	Sept 26	Sept 26	5	M-4: Cross the Chasm – standard battles of a dominant design to cross the market chasm G-4: Global Community Building (optional online activity) – A&B hours to be determined	Sept 26	Sept 26	Sept 26	Sept 26
	Oct 03	Oct 03	Oct 03	Oct 03	6	M-5: Growing Market – segmentation and the Segment-Zero Principle of Competitions G-5: Global Community Building (optional online activity) – A&B hours to be determined	Oct 03	Oct 03	Oct 03	Oct 03
Oct 10	Oct 10	Oct 10	Oct 10	Oct 10	7	M-6: Over-Expanding Market – product modularization and technology commoditization P-1: Innovation Team Projects Begin - (team assembly and task assignment)	Oct 10	Oct 10	Oct 10	Oct 10
Oct 17	Oct 17	Oct 17	Oct 17	Oct 17	8	M-7: Survive the Aging Market – outsourcing & offshoring to endure price competitions P-2: Innovation Team Projects Continue - (Sections A and B: Lead Faculty TBD)	Oct 17	Oct 17	Oct 17	Oct 17
Oct 24	Oct 24	Oct 24	Oct 24	Oct 24	9	M-8: Globalization and Its Reversal Trends: impacts on future technology innovations P-3: Innovation Team Projects Continue - (Sections A and B: Lead Faculty TBD)	Oct 24	Oct 24	Oct 24	Oct 24
Oct 31	Oct 31	*Oct 31	*Oct 31	*Oct 31	10	M-9: Internet-Era Innovations – escaping price competition by speed & scope of big data P-4: Innovation Team Projects Continue - (Sections and B: Lead Faculty TBD)	Oct 31	Oct 31	Oct 31	Oct 31
Nov 07	Nov 07	*Nov 07	*Nov 07	*Nov 07	11	M-10: The Internet of Things (IoT) – Industry 4.0, its significance, challenges, and impacts P-5: Innovation Team Projects Continue - (Sections A and B: Lead Faculty TBD)	*Nov 07	Nov 07	Nov 07	Nov 07
Nov 14	Nov 14	*Nov 14	*Nov 14	*Nov 14	12	M-11: Course Summary and Review – what have we learned in this semester? P-6: Innovation Team Projects Continue - (Sections A and B: Lead Faculty TBD)	*Nov 14	Nov 14	Nov 14	Nov 14
Nov 121	Nov 21	*Nov 21	*Nov 21	*Nov 21	13	M-12: Special Invited Guest Lecture (time could be at another week – TBD) P-7: Innovation Team Projects Continue - (Sections A and B: Lead Faculty TBD)	*Nov 21	Nov 21	Nov 21	Nov 21
Nov 28	Nov 28	*Nov 28	*Nov 28	*Nov 28	14	P-8: Innovation Team Projects – Team Presentation of Final Results (Sections A & B) (USC students only): Real-World Case Discussions Essay Paper Due (online submission)	*Nov 28	Nov 28	Nov 28	Nov 28
Dec 05	Dec 05	*Dec 05	*Dec 05	*Dec 05	15	Final Examination P-9: Innovation Team Projects Complete - submission of final project results	*Dec 05	Dec 05	Dec 05	Dec 05

NDU: Ndejje University
NTU: National Taiwan University
PKU: Peking University
SJTU: Shanghai Jiao-Tong University
TEC: Technion, Israel Inst. of Technology

UFRGS: Univ. Federal do Rio Grande do Sul.
UNAM: Nat. Autonomous Univ. of Mexico
UP: University of Patras
USC: Univ. of Southern California

** There will be a group of <u>voluntary students in Afghanistan</u> participating in this iPodia class.
- Gray highlights and dates indicate weeks when students can join the live class online and/or watch recorded videos outside the classroom due to local academic calendars or holidays.
- *Session A Class time change after October 29, 2023 (after daylight savings ends)
- *Session B Class time change after November 4, 2023 (after daylight savings ends)

Statement on Academic Conduct and Support Systems (for USC Only)

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:

- Counseling and Mental Health - (213) 740-9355 – 24/7 on call; studenthealth.usc.edu/counseling
- National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call; suicidepreventionlifeline.org
- Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call; studenthealth.usc.edu/sexual-assault
- Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298; equity.usc.edu, titleix.usc.edu
- Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298; usc-advocate.symplicity.com/care_report
- The Office of Disability Services and Programs - (213) 740-0776; dsp.usc.edu
- USC Campus Support and Intervention - (213) 821-4710; campussupport.usc.edu
- Diversity at USC - (213) 740-2101; diversity.usc.edu
- USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call; dps.usc.edu, emergency.usc.edu
- USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call; dps.usc.edu