

Course Syllabus – Updated 9/27/2023

Industrial and Systems Engineering (ISE)

ISE 544: Leading and Managing Engineering Teams (4 units)

[Note: Due to administrative processes, this syllabus is subject to change. It is the student's responsibility to verify with the instructor regarding any updates.]

Design and management of engineering teams. Group decision-making, motivation, leadership, infrastructure requirements, performance measurement, team diversity, conflict, and integration.

Semester: Fall 2023
Course Section: 31544

Lecture Time: Wednesday, 18:00 – 21:40
Location: ZHS 163

Instructor: Dr. Alex M. Azmi azmi@usc.edu
Office: Location: Online
Phone Meetings: Will set up a number with meeting details.
** For emergencies only: 310-800-1725**
In-person Meetings: by appointment from 16:45 – 17:45 prior to any of our scheduled session days.
Other options can normally be accommodated with advance notice.

Course Producers (CP/TA):
Office:

- Rishabh Jogani rmjogani@usc.edu 1-213-522-5507
- Claire Haas haasc@usc.edu Cell: 1-224-330-8426

Hours: By appointment
Response to Blackboard Discussion topics shared with Professor.
Email for personal issues and assignment grade questions.
Response to emails within 36 hours.

Required Textbooks:

The Team Handbook, by Scholtes, Joiner, and Streibel, Published by Oriel Inc, 3rd edition (2003), ISBN: 978-188-4731266

Making the Team: A Guide for Managers, By Leigh L. Thompson, Published by Pearson, 6th edition, (2018), ISBN: 978-013-448420-4

The Five Dysfunctions of a Team: A Leadership Fable, by Lencioni, Published by Jossey-Bass; 1st edition, (2002), ISBN: 978-0787960759

Developing managerial skills in Engineers and Scientists, Michael K. Badawy, 2nd Edition John Wiley and Sons, 1997 ISBN 0471286346

Negotiation Analysis, Raffia, Richardson and Metcalfe, Harvard University Press, 2002, ISBN 0 – 674 – 008890 –1

Engineering Project management, Neil G. Siegel, Wiley, ISBN 13 978 1119525769

Course Readings: This course will rely primarily on lecture materials, assigned readings and additional documents will be provided through the class website or through the USC electronic library system.

Recommended Textbook and Journals: *Teamwork and Team Building*, by J. Butterfield, Published by Cengage Learning, 2nd edition (2017), ISBN: 978-1-337-11927-6

- Prerequisites and Other Requirements:**
- No prior courses
 - Capable of preparing professional papers and presentations in the English language using proper citations (APA format)
 - Ability to produce documents in MS PowerPoint
 - Access to a computer with a web camera, microphone, and speakers/headphone
 - Student responsibility to understand materials/subjects covered in class, meeting all due dates

Introduction and Purposes

Objective: The objective of this course is to familiarize students with the literature on teams, group decision-making, motivation, conflict resolution, negotiation and diversity. As a result, students will be able to demonstrate an understanding of how to manage engineering teams, deal with conflicts in organizations and be aware of cultural differences.



Course Learning Objective

By the end of the course, students should be able to:

Aligned Assessments

This learning objective skill is measured by:

Demonstrate various team facilitation tools and techniques.

Apply concepts learned through individual and group, assignments, quizzes, mid-term, and dramatization using group presentations.

Present various examples of team and leadership models.

Demonstrate through role playing the understanding of various examples both when used correctly and incorrectly.

Integrate your understanding of leadership traits to enhance those working in teams.

Create a final project report and presentation that demonstrates various hard and soft skills learned within the course.

Create presentations and reports that meet business expectations for detail

Assignments will be reviewed and critiqued on attention to detail, ability to communicate effectively and creativity.

- **Description:** This course will provide the student with several foundational aspects to prepare or enhance skills that are expected of those leading technical engineers. These elements will include:
 - **Understanding makeup of teams;** diversity and cultures, team roles, importance, and contributions.
 - **Management tools to drive performance;** infrastructure requirements to enhance team function, measurement, virtual team considerations, accountabilities, facilitation.
 - **Leadership traits for enhancing teams;** situational leadership, understanding conflict, negotiation techniques, identifying and resolving team dysfunction.
 - **Self-understanding;** emotional intelligence, value to organization, value to your subordinates.
 - Understanding the **importance of attention to detail** in setting yourselves above your peers to enhance your professional brand.

- **Approach:** This course introduces the role of team management and development using both in person and remote virtual teams using the class environment, lectures, readings, and active class participation. The foundation of this course is to **prepare those to either become or understand their role as a leader of engineering teams**, thus learning must be accomplished by involvement. This will include role modeling, various exercises and constant communication and interaction. Supporting this approach, multiple presentations will be threaded in the assignment along with rotation of leaders. In pursuit of this goal, to the extent possible, the course will use a collaborative learning approach; meaning participation in class is critical to everyone's learning experience. The instructor then functions more as a facilitator to accomplish this goal. Due to the vast multi-cultural differences within global organizations, this course will take the approach to utilize examples and techniques from an American Fortune 500 and experiences from a technology start up/high growth company perspective. Instructors approach to teaching is to layout of the course as a story that builds onto itself starting with core 'hard skills' and progressing into more complicated 'soft skills' that support successful creation of teams and engineering leadership. Assignment of reading materials supports the next class lecture. Lecture will expand on the reading assignment and engage students with practical examples, applications, best practices, and pitfalls. Issue assignments for individuals or groups that reflect the content of the prior readings and lecture that is intended to have the student demonstrate their understanding of the topic. Provide multiple assignments to allow students to learn from mistakes and allow them to recover to support opportunities to succeed in this course. To support this, our course attempts to provide detailed student/group feedback in a timely manner.

Course Assignment, Report and Presentations

The instructor's belief is that learning is best accomplished by reading, listening, and demonstrating whenever possible. One way to achieve this is through in class presentations. In addition, when presentations are created within teams, it enhances the dynamics of the student understanding team dynamics which is foundational as a successful future leader. The structure of this course assignments also supports a vital skill of successful engineers, attention to detail. Assignment formatting requirements include:

1. Assignment, presentations, and reports will be submitted in PowerPoint unless otherwise advised.
2. Naming convention of files;
ISE-544_AZMI_assignment#_studentlastname
Example: Your first assignment is to create a 1-2-page profile of yourself. Assuming your last name is Smith, the file name would be:
ISE-544_AZMI_01_Smith.pptx

For team presentations, naming convention would have the student's last name replaced by the team's name. Assuming the team's name is Red, the file name would be:

ISE-544_AZMI_01_Red.pptx

3. Team Presentations will be no more than 5 minutes in length unless advised otherwise. Individual presentations may require embedded voice narration which will be noted in the class or lecture notes.
4. PowerPoint formatting:
 - a. Title page: required on all assignments and submissions unless otherwise advised, centered text, no page number but set as page number 0, Font; Arial 20.
 - i. Assignment name and number
 - ii. An optional personal title
 - iii. Your name on individual assignments. Group name, Group Leader Name called out and each name of Group members on Group assignments
 - iv. Dr. Alex M. Azmi
 - v. Assignment due date
 - b. Content pages; Start with page number 1, Font; Arial 12 – 20
(this requires you to have the title page as page number zero which needs to be changed from the page settings which you can find under the PowerPoint Help e.g., page number zero).
 - c. Transitions between slides are to be built into the presentation.
 - d. Page size print setting to standard 'letter', landscape mode.
5. Optional embedded narrative audio is encouraged but must automatically start with the presentation. Audio file should be saved in lower quality, small size format.
6. Assignments and presentations will be posted into Blackboard/D2Learn and **due before 21:59, SIX DAYS AFTER** the assignment was issued in class (the next Tuesday) unless otherwise advised or stated due date and posted into Blackboard/D2Learn under the respective assignment. If there are challenges with the upload, first check that the file name is supported by Blackboard/D2Learn. If file uploads are still challenged, send a copy to the class C.P. by email. Only one submission attempt will be allowed.
7. Presentations will be consolidated by the T.A./C.P. into one master presentation. Order of presentations will vary. Student/team may also option to run presentation from their student's laptop, although it is encouraged to use submitted presentation by default to save time in transitioning to the student laptop.
 - a. Student laptop presentations are assumed to have been confirmed by student/group to have full functionality with the classroom A/V systems (both video and audio). Delays in setting up a student laptop may result in point deductions to that assignment presentation.
8. Use of any material (including audio/video/photo) outside of our class materials that was not created by the student/group within any assignment must have proper citations. Examples of various citation options can be found at <http://libguides.usc.edu/citation>. Any proper citation format is acceptable (APA, MLA, etc.) with citation noted either in the page footer or within the appendix.
9. Late assignments will receive a 0.1 point deduction for each hour late, up to 1.0 point deduction for each 24 hour past the due date using the Blackboard/D2Learn submission time.

Course Schedule, Obligations and Assignments

Class discussion of reading assignments

Your principal reading obligation is to keep up with the assigned chapters and articles within the course study outline contained in this syllabus. In addition, you are asked to follow current leadership issues reported by the media. Class attendance is expected, and participation (individually and in groups) will be evaluated on its contribution to the learning process.

In addition to class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. **For each unit of in-class contact time, the university expects two hours of out-of-class student work per week over a semester.** (Please refer to the *Contact Hours Reference*, located at usc.edu/curriculum/resources.)

Course reading assignment titles will be abbreviated as

- **TH** for Title: **The Team Handbook**
- **MT** for Title: **Making the Team: A Guide for Managers**
- **EPM** for Title: **Engineering Project Management**
- **5D** for Title: **The Five Dysfunctions of a Team: A Leadership Fable**
- **Raffia** for Title: **Negotiation Analysis**
- **Badawy** for Title: **Developing Managerial Skills in Engineers and Scientists**

Class Weekly Schedule

Session #1	Introduction and Logistics of the course
Date	August 23, 2023
Pre-Class Reading	None
Due	None
Instructor Presentation	1. Lecture: a. Introduction, Course Overview, and Logistics
Student Presentation	Individual introductions

Session #2	Engineering Teams and Organizations
Date	August 30, 2023
Pre-Class Reading	MT - Ch1 5D - p1 to 27 EPM - Ch6
Due	<ol style="list-style-type: none"> 1. Complete 16 Personalities test at: https://www.16personalities.com/free-personality-test (not turned in) 2. <u>Assignment 01 (Individual)</u>: 1-to-2-page type profile to include: <ol style="list-style-type: none"> a. Your name and photo b. Typology Test profile c. Hometown and country d. Undergrad university e. Current major f. Unique challenges of your childhood g. Favorite hobbies h. The worst job or task you experienced 3. Complete the online survey for Assignment 01 (instructions in class notes) 4. <u>Assignment 02 (Individual)</u>: 1 page explaining 'your' personal definitions of 'leadership,' 'team,' and 'management.'
Instructor Presentation	<ol style="list-style-type: none"> 1. Review of reading assignment 2. Lecture: <ol style="list-style-type: none"> a. Teams vs Groups b. Team Building Skills c. Agenda and Action Item Log overview d. Project Planning e. Engineering Organizational Structures

Student Presentation	Team exercise on lecture topic (details will be given in class)
Session #3	Team Roles and Responsibilities
Date	September 6, 2023
Pre-Class Reading	TH - Ch2 MT - Ch2 5D - p28 to 70
Due	<ol style="list-style-type: none"> 1. <u>Assignment 03 (Individual)</u>: Based on your experience with participating in the team activity, write a one page After Action Review (AAR) report. The report should include: <ol style="list-style-type: none"> a. Summary: Briefly describe the team exercise. b. What Went Well: Identify 2 to 4 aspects of the team activity that you feel went well. c. What Can Be Improved: Identify 2 to 4 aspects of the team activity that you feel could be improved. The focus should be on actions, not individuals. d. Personal Development: Reflect on 2-3 areas that you personally learned from the activity. This could relate to your behavior, communication style, decision making, or teamwork skills.
Instructor Presentation	<ol style="list-style-type: none"> 1. Review of reading assignment 2. Lecture: <ol style="list-style-type: none"> a. Understanding Teams and Their Purpose b. Composition, Roles, and Structure in Teams
Student Presentation	Team exercise based on this week's topic

Session #4	Leading Engineering Teams
Date	September 13, 2023
Pre-Class Reading	MT – Ch3, EPM – Ch4 (4.1 & 4.2) & Ch13 (13.1-13.4)
Due	<ol style="list-style-type: none"> 1. Selection of your teams by instructor 2. <u>Assignment 04 (Individual)</u>: <ol style="list-style-type: none"> a. Choose a company you would like to work for (it should be a real company). Research its organizational structure (you may need to call the company if necessary) to determine its organizational chart. b. Using PowerPoint, create an organizational chart displaying departments and reporting lines. This should be at least three levels and include fifteen distinct positions. c. Pick a position on the Org Chart that you would like to have. Develop a job description for this role. Research similar job postings on platforms such as Monster.com, LinkedIn, Indeed.com, and Glassdoor to create an accurate job description. Your job description should encompass: Title, Position Summary, Key Responsibilities and Duties, Qualifications: <ol style="list-style-type: none"> i. Minimum requirements (including education, experience, and certifications) ii. Desired qualifications d. Embed your voice into presentation and have this assignment as a slide show that will last no more than 2 minutes. Embedded audio needs to be at a lower file size level. Test your system to confirm that quality is OK and verify that file size is reasonable.
Instructor Presentation	<ol style="list-style-type: none"> 1. Review of reading assignment 2. Lecture:

	<ul style="list-style-type: none"> a. Team Leadership b. Interpersonal Leadership Skills c. Stakeholders Management
Student Presentation	Assignment 04 – Individual (a combination of in class and virtual presentations)

Session #5	Personality, Power, and Influence in Organizations
Date	September 20, 2023
Pre-Class Reading	16 Personalities article at: https://www.16personalities.com/articles/our-theory-5D – p71 to 114
Due	<ol style="list-style-type: none"> 1. <u>Assignment 05 (Team)</u>: <ul style="list-style-type: none"> a. Prepare an introduction of your team for the class. Describe each member's strength to the team. It is encouraged to use typology codes for each team member in the overview. Team Leader will also recap process and AAR (After Action Review). AAR will highlight what went well, what can be improved, and what the leader learns. Expectations for leader learnings is a sincere reflection of the leader's experience.
Instructor Presentation	<ol style="list-style-type: none"> 1. Review of reading assignment 2. Lecture: <ul style="list-style-type: none"> a. Personality Types b. Influence Strategies
Student Presentation	Assignment 05 – Team Presentation

Session #6	Team Dynamics, Trust, and Conflicts
Date	September 27, 2023
Pre-Class Reading	TH - Ch6 & Ch7 MT - Ch4 & Ch8
Due	<ol style="list-style-type: none"> 1. <u>Assignment 06 (Team)</u>: <ul style="list-style-type: none"> a. Develop and present as your team goal how to take USC Viterbi School of Engineering into the top 10 US News and Reports rankings (check the latest ranking here). b. Team Leader will also present their Process Recap, Action Item Log, AAR and learnings.
Instructor Presentation	<ol style="list-style-type: none"> 1. Review of reading assignment 2. Lecture: <ul style="list-style-type: none"> a. Team Dynamics and Development b. Trust in Teams c. Conflict Management d. Constructive Feedback
Student Presentation	Assignment 06 – Team Presentation

Session #7	Dysfunctionality in Teams & Mid Term
Date	October 4, 2023
Pre-Class Reading	1. Prepare for Midterm – Review all previous slides and reading assignments
Due	1. Nothing Due this week (to allow time to prepare for Midterm) (Please note that the Syllabus is updated weekly, usually right after the class. For questions, please email the TA/CP)
Instructor Presentation	<ol style="list-style-type: none"> 1. Lecture: <ul style="list-style-type: none"> a. Dysfunctionality in Teams 2. Start of Group Assignments

Student Presentation	N/A – Midterm
Session #8	Decision Making and Team Meetings
Date	October 11, 2023
Pre-Class Reading	TH - Ch3 MT - Ch7
Due	1. <u>Assignment 08 (Team)</u> : a. 1-to-2-page presentation of an 'engineering problem' noting background, situation, options, recommendation, and next steps. Team Leader will also present their Action Item Log, recap process and AAR.
Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Decision Making Fundamentals b. Effective Team Meeting Management
Student Presentation	Assignment 08 – Team Presentation

Session #9	Creativity and Innovation in Teams
Date	October 18, 2023
Pre-Class Reading	TH - Ch8 MT - Ch9
Due	1. <u>Assignment 09 (Team)</u> : a. Create a presentation demonstrating the use of two of the techniques learned this week's reading (TH – Ch8 and MT Ch9) AND one innovative technique not discussed (citations required). Appendix to include two pages recapping team reflection on the team's learning's about team presentations. Reflections to include an overview of challenges, best practices, and effectiveness of this experience with elements captured from each team member. Team Leader will also present their Action Item Log, recap process and AAR. Time: 8 min.
Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Creativity and Innovation in Teams b. Tools and Techniques Creativity and Innovation c. Evaluating and Implementing Ideas
Student Presentation	Assignment 09 – Team Presentation

Session #10	Multicultural Teams
Date	October 25, 2023
Pre-Class Reading	MT - Ch13
Due	1. <u>Assignment 10 (Team)</u> : a. Formulate and present your team's goal as a strategy to elevate USC ISE Engineering College into the top 10 rankings of US News and Reports. Team Leader will also deliver the Action Item Log, recap the process, and conduct an AAR. Time limit: 5 min.
Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Cultural Values & Dynamics. b. Creativity in Multicultural Settings.
Student Presentation	Assignment 10 – Team Presentation

Session #11	Virtual Teams
Date	November 1, 2023
Pre-Class Reading	MT - Ch12
Due	1. <u>Assignment 11 (Team)</u> : a. Presentation of virtual tools used within a team dynamic. Team will take any prior assignment as a theme and demonstrate how it would be created assuming each member is located in their hometown. Team Leader will also present their Action Item Log, recap process, and AAR. Time limit: 10 min.
Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Dynamics of Virtual Teams b. Impact of Technology on Virtual Meetings
Student Presentation	Assignment 11 – Team Presentation

Session #12	Fundamentals of Negotiation – Part I
Date	November 8, 2023
Pre-Class Reading	<u>Raiffa - Ch1, Ch2 & Ch3</u>
Due	1. <u>Assignment 12: Negotiation Exercise (Team)</u> a. TBD
Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Negation Frameworks
Student Presentation	Assignment 12 – Team Presentation

Session #13	Negotiation Analysis & Engineering Ethics
Date	November 15, 2023
Pre-Class Reading	Raiffa - Ch5 & Ch11 EPM - Ch15
Due	1. <u>Assignment 13 (Individual)</u> : a. 2 page re-explaining ‘your’ personal definitions of ‘leadership’, ‘team’ and ‘management’.
Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Negation Frameworks b. Engineering Ethics
Student Presentation	Assignment 13 – Individual (a combination of in class and virtual presentations)

Session #14	No Class – Day Before Thanksgiving
Date	November 22, 2023

Session #15	1. Career Planning, Developing Organizational Design Skills 2. End of course Quiz
Date	November 29, 2023 (no class the day before Thanksgiving)
Pre-Class Reading	Badawy - Ch3 & Ch9
Due	1. <u>Assignment 14 (Individual)</u> : a. Describe leadership qualities that you value to replicate and others that you would not want to repeat. Give a brief explanation to describe the ‘why’.

Instructor Presentation	1. Review of reading assignment 2. Lecture: a. Career Planning for Engineers b. Developing Organizational Skills
Student Presentation	Assignment 14 – Individual (a combination of in class and virtual presentations)

Session #16	Class Notes & Team Final Report
Date	December 6, 2023
Pre-Class Reading	None
Due	1. Proposed Final Report and Presentation
Instructor Presentation	1. Course Review 2. Closing Remarks
Student Presentation	Final team presentation, maximum 10 min length

Notes:

1. Assignments details will be given throughout the class.
2. Readings and assignments may be adjusted to accommodate class progression

Students are expected to frequently check announcements on the course Blackboard/D2Learn site and their email account for any schedule updates or changes.

Case Studies and Class Discussions

Case studies will be presented as an in-class group exercise. Each team will read a case and present it briefly. The questions associated with each case will be discussed in the class by all the students. This includes team presentation discussions.

Team Project and Final Report

The team project is designed so that you exercise the topics discussed in the class in a team setting, and also practice working and collaborating with other teams. Another goal is to enhance your learning experience, by “flipping” the classroom for a small portion of the course. According to the Accreditation Board of Engineering and Technology (ABET), one of the most important qualities of a good engineer is the ability to read, research, reduce and present a topic to a specific audience.

Having that in mind, you will be assigned to a team by the fourth class session. We want to make sure that the teams are diverse. The assignment by the instructor is final and cannot be changed.

Each team will work on a topic from the book “Five Dysfunctions of a team” and prepare a presentation for the class. The topics are mainly discussed in part two of the book (pages 27-114). However, you need to read parts one and three to understand the story. Each team needs to do their own research to complement the text and include their own examples and experiences in the presentation.

Each team will have several in-class presentations, including:

Team Introduction Presentation: Prepare an introduction of the team for the class. Introduce each team member (by another member) and discuss each member’s strength to the team. You could use typology test for each team member. Each team has 5 minutes to present.

Team Final Report and Presentation: The teams will work on the topic presented in their assigned section of the textbook. Their presentation should include both the book content and also the discussion of the topic based on the entire class topics, team research, and, when applicable, personal experiences. The teams’ performance will be evaluated on the content of the

presentation, presentation style and professionalism, and the ability to engage the students in the presentation and the following Q&A.

The team should prepare three Questions/Answers at the end of the presentation. These questions should reflect the summary of the presentation and your own analysis and criticism. Each team has 20 minutes to present the topic and five minutes for Q&A. If your team needs more time, please contact the instructional team at least a week in advance.

Finally, each team should dedicate part of their presentation to recap the experience of working as a team based on the topics discussed in the class. This should include a summary of the work, strength and challenges of working as a team, team meetings and team dynamic, managing virtual teams and the team’s approach to decision making and resolving conflict and potential issues.

The Team Final Report and Presentation grade is 15 points (12 points for Team Presentation and 3 points for Peer Evaluation).

Criteria	%	Excellent
Content of the presentation	40	<ul style="list-style-type: none"> Covering the main topics discussed in the book chapters Relating the topics to course material discussed in lectures Supplemental external research included in the presentation Providing relevant and informative examples
Presentation style and professionalism	25	<ul style="list-style-type: none"> Professional slides (Fonts, format, etc.) Presentation style Team members’ participation in the presentation Multimedia and other creative approaches to presentation
The ability to engage the students’ in the presentation	10	<ul style="list-style-type: none"> Q&A Using case studies and other creative approaches to engage the students
Teamwork performance and evaluation	25	<ul style="list-style-type: none"> Agenda and after action review Lessons learned & Future steps Team performance recap

Peer Evaluation: All team members will receive equal grades, contingent to team members’ confirmation of their participation, but each member has a chance to evaluate the other members at the end of the semester for their peer evaluation grades. Please note that if you fail to submit your peer evaluation on time, you will not receive any points towards your own evaluation.

Criterion (Assign 0 to 10 for each criterion)		Name			
		Team Member 1	Team Member 2	Team Member 3	Team Member 4
1	Ability to communicate effectively: listening and talking with respect				
2	Willingness to help others				
3	Creativity in performing the tasks assigned				
4	Ability to offer solutions and accept constructive criticism				

5	Spend time and work hard to finish the project				
6	Availability and flexibility				
Total Points/10					

Assignment Submission

- Some major course assignments and all book reports, when directed by the instructor, will be submitted to the *TurnItIn* system. *TurnItIn* is a plagiarism-detection system that compares student submissions with other submissions, past course submissions, and information available on the Internet. Any submissions reviewed by *TurnItIn* and any that do not follow Academic Integrity standards will be referred to USC Student Affairs.
- To submit an assignment through the Assignment Manager or *TurnItIn* system, follow their instructions. If you have any technical issues with the submission process, email the CP/TA immediately.
- All work submitted by a student and/or group/team must include citations for any element that is not an original creation of the student. This includes all audio/video/photo's, etc.
- If assignments are submitted after the due date and time, they will receive a penalty of 1.0 point for every 24 hours. Submissions over five days past due will receive zero credit.
- All submissions will be in Microsoft PowerPoint (.ppt or .pptx) format unless otherwise advised. If you need to use a Microsoft Excel table or Adobe PDF images, please copy, or insert these images into a PowerPoint document.

Grading

Assignments (5 points each)	60
Class Participation	10
Midterm	10
End of Course Quiz	5
Final Report and Presentation	15
Total	100

Grades will be based on the following:

● A > 95%	● C+ > 77%
● A- > 92%	● C > 73%
● B+ > 88%	● C- > 70%
● B > 84%	● D > 67%
● B- > 80%	

- **Assignments** will be graded based on thought, originality, expression, depth, quality, as well as number and quality of references, and amount of new information (information is not simply repeated from lecture) when applicable. Each assignment is worth 5 points with the top 12 selected (1 lowest score will be discounted). Late submissions will receive 0.1-point deduction for each hour late up to 1.0 point deductions for each 24 hour cycle.
 - Team presentations will be graded as a 'team'. Team leader has ability + or – points based on total team performance. Presentations must address assignment call outs, formatted to compliance of syllabus, meet presentation time requirements, utilize proper citations, etc.
 - Team members will rotate as team leader keeping balance within one presentation.

- Team leader will have added responsibilities which can result in possible bonus or deduction points only for the team leader. These elements may include the following:
 - Facilitating members action items/assignments
 - Facilitating group/team synergy and participation
 - Assuring that any technology used will function without delay during live presentations
 - Introducing assignment presentation (team/group name and team leader noted on the presentation title slide)
 - Summarizing assignment presentation
 - Recapping team assignment processes with appendix PowerPoint slides to include:
 - Documenting processes which team went through to complete assignment
 - Including but not verbally presenting their team Action Item Log (AIL) (starting on assignment 5)
 - Recapping team results using an After-Action Review (AAR) format to highlight what went well, what can be improved and leader learning's. Expectations for leaders' learnings have the leader describing what they learned from this experience taking on the leadership role. Best practices will have leader providing sincere comments to their team regarding personal aspects of the experience.
- **Live Attendance** is an expectation for non-DEN students. If a non-DEN student is unable to make a session in person, they are expected to advise the instructor and TA/CP to discuss options. Options can include having students join virtually by connecting to the course approved virtual platform (e.g. Zoom or Webex), through a personal virtual connection (e.g. FaceTime) or be pre-recorded. However, the expectation for non-DEN students is to be in in class. Students are also expected to participate either in the classroom or on the discussion board which is incorporated into the course grade. Participation will also likely improve the chances of a student receiving the higher grade if the student is on the bubble between two grades.
- **Late student additions** can be accepted following normal ISE Department protocol. Students who enter our course after the first class will be expected to complete all prior assignments on the assigned deadline to receive full credit.
 - If a student elects to join our class after an assignment deadline has passed, they will still be required to complete prior assignments and agree to
 - Accept an automatic 1-point deduction per assignment
 - Once identified by the instructor, grader, C.P. or T.A. as joining the course by a direct email note to the student, the same late grading protocol as described under "Course Assignment, Report and Presentations", will be applied.
- **Participation** elements in the course may take different forms.
 1. Participation during class. Comments, additions, and discussion participation will be considered toward a participation grade. Engagement with questions or comments that enhance our course topics is highly encouraged. Discussion around administrative topics, e.g., assignment questions, are considered basic expectations for students are not considered as participation.
 2. Participation in *Discussion Boards* (see Discussion Boards below for more details) on Blackboard/D2Learn is another way to participate in class.
 3. Virtual participation by use of remote or embedded audio/video.
 4. Before or after class discussions that exclude administrative elements.
 5. Respect as an audience member toward others. Displays of disrespect can include talking or texting during other presentations which can result in participation deductions.
- **Midterm** is currently planned to be given during our scheduled class time. These will recap current readings and lecture topics presented to date to demonstrate student's knowledge

and understanding of material and concepts. Time will be set aside during the assigned class session for students taking the exam in person.

- **End of course quiz** will be in class. Quiz will recap current readings and lecture topics presented to date to demonstrate student's knowledge and understanding of material and concepts.
- **Final project** is a written report and oral presentation on a topic assigned by instructor in advance, which will demonstrate the student's knowledge and understanding of the material presented in the course.
 - Report (full PowerPoint presentation, format guidelines will be provided)
 - Presentation (25-minute PowerPoint presentation, given in-class)
- **Bonus or Extra Credit** points may be given for exceptional accomplishments and are purely at the discretion of the instructor. Consideration for points include following all instructions and Attention to Detail (ATD), early submissions, use of creativity/invention, demonstration of enhanced team formation, etc. Additional class extra credit options can be requested after mid-term grades are posted. If approved, it would be made available to all students.

Discussion Board and Questions

- Discussion board threads will be created for multiple lectures/topics and for each assignment in the course.
- Please check the discussion board frequently.
- If you have a question from that lecture or on the assignment from that lecture, post your question to the discussion board within the corresponding thread.
- If you don't receive a response or your question is not sufficiently answered, only then should you email the professor and TA/CP/GRADER. Having questions posted to the discussion board not only reduces the number of duplicate emails we must answer but also ensures that the information we provide is available to all students.
- Discussions that bring in examples of leadership, team, dysfunction, and other elements of our course can be considered as participation. Examples from web sites such as LinkedIn, or others noted within our Blackboard/D2Learn files are suggested as thought starters. When using this option for participation consideration, be sure to cite your work and describe in your own words ties back to our course.
- Participation point consideration for board threads will end prior to the last regular class session.

Student Expectations

- To ensure a cooperative learning environment, each student is expected to read the text before each class meeting time, and prepare to actively participate during class discussions, team-related activities, presentations, and writings. Netiquette is network etiquette; a set of rules that encourages appropriate and courteous online behavior. Students are expected to engage in behaviors that enhance the learning environment. Our goal is to optimize the learning experience for all the students; therefore, disruptive behaviors are prohibited and will not be tolerated.
- Students are expected to be able to use the following tools in order to upload and download their assignments, obtain pertinent course information, and participate in class discussions.
 - On-campus students: Blackboard/D2Learn, MS PowerPoint with ability to include a voice narration audio track.
- **Students are expected to cite all submitted work** that is not their own and outside of the materials, readings, textbooks posted with this course. Examples of proper citation format and resources can be found at <http://libguides.usc.edu/citation>

- Students are expected to follow the standards of appropriate online behavior. The protocols defined by the USC Student Conduct Code must be upheld in all aspects of class. Examples of inappropriate online behavior include but are not limited to:
 - Posting inappropriate material
 - SPAM to the class
 - Online flaming
 - Offensive language
- For more information, please visit <https://studentaffairs.usc.edu>. In the event of any technical breakdown, students are expected to contact the TA/CP ASAP by email or text message.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA/CP) as early in the semester as possible. DSP is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

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, <https://apo.ucsc.edu/policy/capm/026.000.html>

Support Systems:

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

studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

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

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. 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

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

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

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu

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

Diversity at USC - (213) 740-2101
diversity.usc.edu

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

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

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

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

Non-emergency assistance or information.