



**Lloyd Greif Center**  
for Entrepreneurial Studies

**USC Marshall**  
School of Business

## **BUAD 301 - Technology Entrepreneurship**

Section **14641R**: Wednesday, 2:00p – 4:50p  
**(JFF 414)**

**Units:** 3  
**Professor:** ShiaoFong Yin  
**Office:** JFF 5th floor of Fertitta Hall  
**Office Hours:** [www.calendly.com/shiaofonusc](http://www.calendly.com/shiaofonusc)  
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### **Course Description**

BUAD 301 introduces the fundamentals of technology entrepreneurship and the process of launching a new venture. Whether you're eager to start your own venture, have an idea in mind, want to learn more about what an entrepreneurial career would be like, or simply desire to become an intra-preneurial leader within a larger firm, this course exposes you to the challenges and opportunities of entrepreneurship.

We'll learn the fundamentals and unique challenges of technology product development, team management and venture growth from the entrepreneur's perspective. Major topics include identifying and evaluating innovation opportunities, assessing the industry, validating a market, building a founding team, generating business models, and funding a new venture.

Understanding the process of starting and growing a company is essential for pursuing an entrepreneurial path. But it's equally a mindset, a way of looking at one's environment that is opportunity-focused, resourceful and protean. It is about passion and independence —the freedom to do what you love. It is about creating wealth - both social and financial. And it is about challenge, risk, resilience, and the ability to innovate—to improve on the old or invent the new. Ultimately, it's about bringing about a positive shift in the world. It's my hope that this course will not only introduce you to technology entrepreneurship but will also foster this entrepreneurial spirit in you, that will support you regardless of your career path.

**NOTE:** This course **duplicates credit with BAEP 423, BUAD 450, & BUAD 451**. This course also serves as a pre-requisite for BAEP 452 & BAEP 453

## Learning Objectives

*Global:* Understand and apply the fundamental principles, frameworks, and practices in the field of entrepreneurship and the role that technology entrepreneurship plays in the economy and society.

*Detailed:*

- Develop an in-depth understanding of the process of creating a new technology product or service – the activities, challenges, and opportunities involved, including organizational and ethical issues.
- Develop your idea generation and decision-making skills by analyzing situations and formulating strategies for complex entrepreneurial opportunities and conducting a semester-long team-based opportunity project.
- Develop your team-building and leadership skills by successfully navigating the complexities and rewards of working closely with a small and diverse group of teammates
- Develop your critical-thinking and adaptive skills by effectively articulating, critiquing, defending, and reformulating your technology entrepreneurship plans through project discussions with your team.
- Develop your oral and written communication skills by learning to craft an effective concept statement, conduct an in-depth opportunity analysis, and deliver a persuasive business story.

To achieve these objectives, we will use a combination of methods in the course – including lectures, discussions, problem-solving exercises, readings, videos, individual and team assignments, as well as guest speakers.

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## Course Materials

There are three **required** platforms for this course:

1. **BB** <https://blackboard.usc.edu/>. BB material is free and includes excerpts from source textbooks, readings, video links and additional assignment details.
2. **HBSP** <https://hbsp.harvard.edu/>. We'll be reading and discussing four Harvard cases. You can buy them at a discount (~30 USD) using our course HBSP link which will be provided in class and posted on BB.

**Optional Course Materials:** There is **no** required textbook for this course, however, some students have found that a textbook helps them cement their understanding of the basic concepts of the course. Useful sources (easy reads, especially the first) can be purchased via the links below or check availability in the [USC Marshall School Library](#).

- Bill Aulet, *Disciplined Entrepreneurship* ([text](#) + [workbook](#))
- 3 books: *Value Proposition*, *Testing Business Ideas*, and *Business Model Generation* ([text](#) + [supplements](#)), by Alexander Osterwalder et. al. are all available through Amazon, publisher John Wiley & Sons, and [www.strategyzer.com](http://www.strategyzer.com). Substantial previews will be posted to BB/Resources.
- Textbook: Kathleen Allen (8th edition) "Launching New Ventures". Available through Amazon and publisher Cengage Learning. **ISBN-13** 978-0357039175 **ISBN-10:** 0357039173
- Textbook: Byers, Dorf & Nelson (5th Edition). "Technology Ventures: From Idea to Enterprise". [www.mheducation.com](http://www.mheducation.com) (2019 printing) Available through Amazon and the publisher McGraw-Hill. **ISBN-13:** 978-1259875991 **ISBN-10:** 1259875997
- Additional entrepreneurship resources are listed in the Industry Research Guides on the Crocker Library website (<http://classic.marshall.usc.edu/library/industries/entrepreneurship.htm>).

**Course Notes and Posted Material:** Class slides or other relevant content will be posted to BB for reference only **after** the corresponding class session. These are not necessarily comprehensive and are meant for your personal use to facilitate and supplement any notes that you take during class.

Students are responsible not only for this posted content but also the additional content presented within all class lectures, discussions, and activities. While you're encouraged to take independent notes when you feel the need, your primary goal is to engage in and absorb in-class activities, discussions, and experiences instead of trying to 'capture' everything – see grading policies, below.

**Technology in the Classroom:** Technology is central to our everyday lives and to many entrepreneurial endeavors (for both product and process), however, it can be disruptive to an effective learning environment. We will use it for both out-of-class communication and activities as well as specific in-class activities. Please bring a laptop/smart tablet to class every day. You will be instructed on when to use your device. When not in use, the general USC policy on technology in the classroom applies. (See **Technology Use Policy** on page 10 in this document in the Additional Information section.)

Students with technology or internet needs should communicate those needs with the following resources:

[Marshall Emergency Funding Resources](#)

[USC Resources](#); [basicneeds@usc.edu](mailto:basicneeds@usc.edu)

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## Course Communications

Course communication will be primarily via the BB system and SLACK messaging. There will also be occasional in-class announcements and emails for clarification. By default, Blackboard uses your USC email address ([username@usc.edu](mailto:username@usc.edu)). If this is not your primary email account, please make sure to change the Blackboard email setting or forward your USC email to the account you use. You are responsible for ensuring that messages will not bounce back due to your storage quota being full.

Email ([shiaofong.yin@marshall.usc.edu](mailto:shiaofong.yin@marshall.usc.edu)) is the most effective means of communication with me. Please schedule an appointment at least 24 hours in advance via [www.calendly.com/shiaofonusc](http://www.calendly.com/shiaofonusc), even for in-person office hours. I will be happy to talk over the phone or via Zoom during non-office hours if you schedule in advance.

<b>You are responsible for ensuring that you receive and read class messages in a timely fashion.</b>
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## Assignments, Deliverables & Grading Policies

Final grades represent how you perform in the class relative to other students. Your final grade will be assigned based on your total points from the various assignments and other course evaluation components (listed in the table on page 4), the overall average points within the class, and your ranking among all students in the class. To achieve an A or A- in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. An A is a sign of exceptional work and, much like the efforts of entrepreneurs, reflects the fact that you stood out from the crowd.

I will do my best to make my expectations for our different assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo (one page max.) in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. *Be aware that the reevaluation process can result in three types of grade adjustments: positive, none, or negative.*

Your overall class grade will be based on the following components and associated point totals:

By	Assignments	Points	Final Grade %
Individual	Class Participation (influenced by Team Peer Evaluations)	200	15%
Individual	Open Book Take-Home Mid Term Exam/Paper	100	7%
Individual	In-Class Exercises	220	16%
Individual	Case Writeup (3/4)	150	11%
Individual	Self and Peer Assessment of Project Contribution (Appendix A and B)	50	4%
Individual	Personal Reflection Video	100	7%
		<b>Individual Contribution</b>	<b>61%</b>
Team	<b>Opportunity Evaluation Project Paper (OEP)</b>	200	15%
Team	In-Class Exercises	80	6%
Team	Market Research Report	150	11%
Team	Project Opportunity Pitch (slides and presentation)	100	7%
		<b>Team Contribution</b>	<b>39%</b>
	<b>Total</b>	<b>1350</b>	<b>100%</b>

**REPEAT:** If you do not inform me of missing, incorrect, or disputed grades within one week of grades being posted, your grade will be assumed correct. Please do NOT wait until the end of the semester to check or appeal grades.

Please be aware that **this is a hands-on, practice-based class**, which means *you'll need to be involved, active, and engaged* in class activities and exercises, online activities and assignments, and team-based projects and deliverables. It isn't possible to simply 'get by' on effort, ability, or talent alone. This is also a *fun course* and meant to directly impact your personal passions and your professional options. So, in order to get the most out of the class - care, commit, and bring your best!

**NOTE:** This is a *residential* class and **in-person attendance is expected**. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is *no option to attend class via Zoom*.

### Course Components & Assignments

There are four major components, or assignment blocks, in our course: exercises, cases, a team project, a reflection video, and a midterm. Instructions will be distributed on **BB**, and deadlines are listed in the schedule at the end of this syllabus. Below are summary descriptions.

**Application exercises:** Each class will feature an in-class small exercise to demonstrate application of the concept or specific step in the process. Most of the exercises will be completed with ad-hoc teams. More detailed instructions will be provided for the exercises and deliverables during the semester.

**Case responses / discussions:** To fully engage in in-class case discussions, you need to be prepared. Each of our cases will include a set of questions on BB for your individual preparation and response. These are meant to start you thinking about aspects of the case and prime our in-class discussions. You need to prepare a case write-up for 3 or the 5 cases which are due prior to class. *I will be cold calling students in class to contribute to the discussion* so it behooves you to prepare the cases for discussion. While you don't have to respond to every question, you should use them all to help you focus on important aspects of the case (including any appendices and supporting materials). Any additional details will be provided as BB instructions.

If you are unfamiliar with Case Study method, USCCT(<http://info.marshall.usc.edu/faculty/critthink/Pages/5-Step-USC-CT-Problem-Solving-Process.aspx>) is a great guide for case analysis. The learning modules at <http://info.marshall.usc.edu/faculty/critthink/Pages/Introduction.aspx> are also highly recommended.

**Opportunity project:** Each of you will join a (permanent) team about midway through the class and together prepare a substantial project applying the lessons of your exercises. The project will consist of several deliverables, including searching for technology-based business opportunities, developing a business concept, conducting field work, writing a final opportunity evaluation report, potentially creating a prototype and presenting your opportunity to an external entrepreneur / investor judging panel.

**Personal reflection video:** The end-of-course video simulates an interview where you respond to a series of questions. The responses require you to reflect back to activities and experiences in the course. How has the course influenced your personal, professional or career goals? Have your thinking, attitudes, or motivations towards entrepreneurship changed? What have been your most important learnings?

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### Course Participation and Contribution

This class is treated like a business meeting. Our motto is: *“treat each other as you would a customer.”* Therefore, tardiness and absences without notice are not acceptable. If you had a customer/client/patient meeting, you’d be expected to be on time. If you couldn’t be on time, you’d call well in advance. Similar etiquette is required in this course.

A substantial component of your overall course grade is your participation in class through discussions, activities, and engagement. You’ll be expected to:

1. *Attend all classes*, barring a personal or medical emergency. Attendance in class is not only a necessary condition for participation, active engagement is critical to understanding the entrepreneurial process, which is inherently collaborative and social. Adjacent opportunities are discovered, epiphanies are revealed, and iterative improvements are made by listening and learning from others. The course is a continuum so references to previous concepts will be made, external material may be discussed, and we may conduct in-class exercises to demonstrate the application of entrepreneurial tools and principles. If you miss a class, you are responsible for staying up-to-date on course content and assignments. Please download class slides from BB and check with classmates, our student assistant, or me regarding possible handouts and announcements.
2. Show up on time and stay until the end – it is disruptive to your classmates’ learning experience if you arrive late or leave early. You will be given suitable breaks during class.
3. Complete assigned projects.
4. Make good use of guest presenters’ time. Research speaker bios and ask thoughtful questions after guest speaker presentations. This is good practice for critical and targeted networking for fundraising and recruiting.
5. Effective class contribution consists of analyzing, commenting, questioning, discussing, and building on others’ ideas and perspectives. The ability to present one’s ideas concisely and persuasively and to respond effectively to the ideas of others is a key entrepreneurial skill. Active engagement is evaluated on both quality (relevance and insightfulness) and quantity (frequency). Our course contribution rubric appears below (and is reflected / repeated in **Appendix C** with specifics on the Behavioral Anchor Rating Scale). I will be **Cold Calling** to ensure equitable opportunity for participation.
  - *Outstanding Contribution.* Your contributions reflect considerable preparation, are substantive and supported by logic and evidence. Your comments or questions create a springboard for discussion by providing an insight or synthesizing and building on what has already been said. The class learns from you when you speak. Discussions would suffer in your absence.

- *Excellent Contribution.* You come prepared with substantial comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.
- *Good contribution.* You come prepared with a few relevant comments and / or questions. You pay attention to the ongoing discussion and add to it.
- *Minimal Contribution.* You participate occasionally but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not paying attention to what others are saying during discussion.
- *Barely Acceptable / No Contribution.* You say little or nothing in class. If you were not in the class, the discussion would not suffer.

At the end of the semester, you will be asked to complete a team-peer and self-assessment of team project contribution. (See Appendix A and Appendix B.) I'll assign scores for individual student contributions to team projects, based on my observations of the team's dynamics, my assessment of the project quality, and thoughtful consideration of the information provided through your peer evaluations and your own self-evaluation.

### Assignment Submission & Late Policy

All assignments are to be submitted on BB by **Monday** before class, 11:59 PM Pacific Time unless otherwise instructed in class and/or BB.

- Separate detailed instructions will be posted for each major assignment.
- Upload one \*.pdf file per assignment with filename format "*Assignment Title\_surname(s)\_ date*". If assignments include images, spreadsheets, etc., merge all into one professional document.
- Deliverables that exceed the maximum page or time limit will be assessed up to, not beyond, that limit.

*If you have questions about your assignments during the semester, make an appointment to discuss your concerns. Do not wait until the last minute or the end of the semester to do so.*

Assignments will be accepted after the deadline, with the following grade penalties. Do not ask for extensions; the below *are* extensions.

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|---|----------------|
| • Submission 24 hours after deadline                    | 10% deduction  |
| • Submission between 24 – 48 hours after deadline       | 20% deduction  |
| • Submission between 48 hours – 72 hours after deadline | 50% deduction  |
| • Submission more than 72 hours after deadline          | 100% deduction |

<b>All assignments, no matter how late, must be completed in order to pass this class.</b>
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### COURSE SCHEDULE

The Course Schedule is SUBJECT to CHANGE based on Speaker Availability, Class Opportunities, and USC Co-Curricular Entrepreneur Event Schedule (e.g. NVSC or the MEPC Pitch Competitions). Check version date (upper right) for most recent version. Check **BB** for the most up-to-date info.

**HBS** = Harvard Cases need to be purchased ; **HBR** = Harvard Business Review (available online via **USC library**.) ; **BB** = Blackboard (where you can find all other readings, video links)

Class	Topics/Activities	Readings & Advance Prep (Participation)	Deliverables (Points) Assignment Instructions on BB
1 (01.10)	<ul style="list-style-type: none"> <li>Intro to Tech Entrepreneurship</li> <li>Course Overview</li> <li>Pitch your Partner I</li> <li>Ideation Exercise</li> </ul> <p>• <b>Speaker</b> Amiah Sheppard, <b>Senior Student Engagement Advisor</b></p>	<p>--<b>BB</b> Review Syllabus</p> <p>--<b>BB</b> Pre-Class Survey</p> <p>--Add course Slack</p>	
2 (01.17)	<ul style="list-style-type: none"> <li>Founding Teams</li> <li>Pitch your Partner II</li> <li>Cognitive Bias in Decision-making</li> </ul> <p>• <b>Speaker</b> Kathryn Cooper <a href="https://www.linkedin.com/in/kathrynecooper">https://www.linkedin.com/in/kathrynecooper</a></p>	<p>--<b>BB</b>: Wasserman, N., "Assembling a Startup Team" excerpt.</p> <p>--<b>HBS</b>: Wasserman, N. (Feb 2008) "The Founder's Dilemmas," <i>Harvard Business Review</i>, 86:2, pp. 102-109. Available online via USC library.</p> <p>--<b>BB</b> Forbes article: "Venture Investors Prefer to Fund Handsome Men"</p> <p>-- <b>www</b> <a href="https://wellfound.com/blog/30-questions-to-ask-before-joining-a-startup">https://wellfound.com/blog/30-questions-to-ask-before-joining-a-startup</a></p>	<ul style="list-style-type: none"> <li>Speaker Question</li> <li>Ant/Lion Choice</li> <li>Which Hat(s) are you?</li> </ul>
3 (01.24)	<ul style="list-style-type: none"> <li>Opportunity Recognition- Where Good Ideas Come From</li> <li>Market Sizing &amp; Research</li> </ul> <p>• <b>Speaker</b>: Kim Esser, USC Marshall Business Library</p>	<p><b>read</b>: <a href="#">"What Zomato's \$12B Valuation Says about Tech Companies"</a></p> <p><b>read</b>: <a href="#">Business Insider Article: "The Rise &amp; Fall of the Segway"</a></p> <p><b>BB</b>: Allen, K. (2010) "Recognizing and Screening Technology Opportunities," <i>Entrepreneurship for Scientists and Engineers</i>, Chapter 2, Pearson/Prentice Hall</p> <p><b>read</b>: <a href="#">Both Sides Article: Suster, "How to Decrease the Odds that Your Startup Fails"</a>--</p>	<ul style="list-style-type: none"> <li>3 Business Ideas</li> <li>3x PAR Hero Story (Pick 1 to Pitch)</li> </ul>
4 (01.31)	<ul style="list-style-type: none"> <li>Industry Structure Analysis – Why Now?</li> </ul>	<p><b>HBS #1</b>: How Venture Capitalists Evaluate Startups</p> <p><b>video</b> (4:17) Innovator's Dilemma <a href="https://youtu.be/yUAtIQDllo8?si=oKWwLmqjm6r0YbPy">https://youtu.be/yUAtIQDllo8?si=oKWwLmqjm6r0YbPy</a></p>	<ul style="list-style-type: none"> <li>Prep HBS Case Questions on BB/Content</li> </ul>
5 (02.07)	<ul style="list-style-type: none"> <li>Technology Entrepreneurial Strategy</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>PAR Hero Pitches</li> </ul>	<p><b>HBS #2</b>: Business Vignettes</p>	<p>Prep Case Questions on BB/Content</p>

6 (02.14)	<ul style="list-style-type: none"> <li>Form Final Project Teams</li> <li>Crowd Funding</li> <li>Value Proposition</li> <li>BMC and Lean</li> </ul>	<p><b>view:</b> First Contact  <a href="https://youtu.be/eUoae9IHpY?si=2Rb5KbmUDGG1qWdm">https://youtu.be/eUoae9IHpY?si=2Rb5KbmUDGG1qWdm</a></p> <p><b>HBS:</b> Hammermesh, R., Marshall, P., Pirmohamed, T., "Note on Business Model Analysis for the Entrepreneur."</p>	Prep Case Questions on BB/Content
7 (02.21)	<p>Customer Development &amp; Discovery</p> <ul style="list-style-type: none"> <li>Diffusion of Innovation – Hype Cycle – Adoption Factors</li> <li>Customer Archetypes</li> </ul> <ul style="list-style-type: none"> <li><b>Speaker</b> Sean Matsuoka  <a href="https://www.linkedin.com/in/seanmatsuoka/">https://www.linkedin.com/in/seanmatsuoka/</a></li> </ul>	<p><b>HBS #3:</b> First 1000 Customers</p> <p><b>read:</b> Gourville, J. (June 2006) "Eager Sellers and Stony Buyers," <i>Harvard Business Review</i>, 84:6, pp. 98-106. Available online via USC library.</p>	<p>Early Adopter Exercise</p> <p>Prep Case Questions</p> <p>Speaker Question</p>
8 (02.28)	<ul style="list-style-type: none"> <li>Be the Misty Gorilla – Customer Discovery Methods</li> <li>Customer Discovery Plan Workshop</li> </ul> <ul style="list-style-type: none"> <li><b>Speaker</b> Digital Marketing/Adtech Instagram</li> </ul>	<p><b>read:</b> Blank, S. (May 2013) "Why the Lean Startup Changes Everything," <i>Harvard Business Review</i>, 91:5, pp. 63-72. Available online via USC library.</p> <p><b>video</b> (3:31) "Mom Test"  <a href="https://youtu.be/Hla1jzhan78">https://youtu.be/Hla1jzhan78</a></p>	<p>Customer Interview Exercise</p> <p>Speaker Question</p>
9 (03.06)	<ul style="list-style-type: none"> <li>Effective Pitching</li> <li>Pitch Slide Workshop</li> </ul> <ul style="list-style-type: none"> <li><b>Speaker</b> Product Development Amazon</li> </ul>	<p><b>video</b> (19:00): LANGUAGE WARNING  <a href="https://www.ted.com/talks/andrew_stanton_the_clues_to_a_great_story?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/andrew_stanton_the_clues_to_a_great_story?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></p> <p><b>video</b> (18:04): <a href="https://youtu.be/-fdJzvpX60">Simon Sinek - Begin with Why</a>  <a href="https://youtu.be/-fdJzvpX60">https://youtu.be/-fdJzvpX60</a></p> <p><b>Podcast:</b> tbd</p>	Open Book Take-Home Midterm due 11:59

<b>Spring Break</b>			
10 (03.20)	<ul style="list-style-type: none"> <li>Go To Market Strategy</li> <li>Persona</li> <li>Gen AI for Marketing Workshop</li> <li><b>Speaker</b> Web 3</li> </ul>	<p><b>read:</b>  (15:00)  <a href="https://mailchimp.com/resources/types-of-marketing/">https://mailchimp.com/resources/types-of-marketing/</a>  (5:00)  <a href="https://www.skyword.com/contentstandard/how-the-marketing-funnel-works-from-top-to-bottom/">https://www.skyword.com/contentstandard/how-the-marketing-funnel-works-from-top-to-bottom/</a></p>	



<b>11</b> <b>(03.27)</b>	<ul style="list-style-type: none"> <li>• Pricing &amp; Revenue modeling</li> <li>• CAC and LTV Workshop</li> <li>• Pro Forma Workshop</li> <li>• <b>Speaker</b> IoT 4.0 Manufacturing</li> </ul>		Customer Discovery Report due
<b>12</b> <b>(04.03)</b>	<ul style="list-style-type: none"> <li>• Sources of Funding</li> <li>• Term Sheets</li> <li>• <b>Speaker</b> VC Panel</li> </ul>	<b>BB:</b> Six Myths About Venture Capitalists, D. Mulcahy <b>read</b> (12:00): S. Blank, 2020, <a href="https://marker.medium.com/how-to-raise-money-its-a-journey-not-an-event-57958df553de">https://marker.medium.com/how-to-raise-money-its-a-journey-not-an-event-57958df553de</a> <b>scan:</b> <a href="https://www.ycombinator.com/se-ries-a-term-sheet">https://www.ycombinator.com/se-ries-a-term-sheet</a>  <b>HBS #4:</b> Webtracker Case	Case Prep Questions: BB/Content
<b>13</b> <b>(04.10)</b>	<ul style="list-style-type: none"> <li>• Legal and Taxes</li> <li>• Ethics</li> <li>• IP Strategy</li> <li>• <b>Speaker</b> Bridget Smith  <a href="https://www.linkedin.com/in/bridget-a-smith">https://www.linkedin.com/in/bridget-a-smith</a></li> </ul>	<b>read:</b> <i>Intangible Advantage</i> <a href="http://michelsonip.com/intellectual-property-videos/">http://michelsonip.com/intellectual-property-videos/</a> <b>BB:</b> Gans, J. & Stern, S. (2016). "Intellectual Property Strategy," <i>Entrepreneurial Strategy</i> , Chapter 7, <i>mimeo</i> , MIT Sloan School. <b>view</b> (14:02): Theranos Deception <a href="https://youtu.be/jlqF95qiQSs?si=uVXfEYDmKOHevk8s">https://youtu.be/jlqF95qiQSs?si=uVXfEYDmKOHevk8s</a>	Speaker Question
<b>14</b> <b>(04.17)</b>	<ul style="list-style-type: none"> <li>• Pitch Clinic</li> <li>• <b>Speaker</b> Seth Sherman</li> </ul>	Team Meetings	
<b>15</b> <b>(04.24)</b>	Opportunity Pitch Competition	--Familiarize yourself with Judges backgrounds	<b>Submit Opportunity Pitch Slides by Wednesday, 04.24 by 9 AM</b>
<b>16</b> <b>(05.06)</b>	Final Submissions		Submit final OEP paper, self & peer evals, self- reflection video by Monday 06 May 11:59 PM Pacific Time

**ADDITIONAL INFORMATION:****Course Policies**

This is a residential class and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via ZOOM.

**Classroom Etiquette**

- Please be prompt. Arriving late or leaving before the break or end of class is not acceptable, as it disrupts other students, a guest speaker and the professor. If you need to arrive late or leave early, please let me know in advance.
- On days when we have a guest speaker, dress code is **business casual** (no hats, shorts, etc.).
- No eating during class unless it is part of a group activity or during breaks.
- Remember to turn off cell phones. Laptop computers/tablets are to remain closed (unless otherwise instructed).
- Exhibiting body language that indicates you are an engaged listener and will increase your participation grade.
- Properly acknowledging and crediting other people who have mentioned an idea before you is also rewarded.
- In the event of virtual classes, please join with your full name and Microphone Muted; dressed appropriately for an In-person class. Please raise your hand to be called on to speak. Please notify the professor immediately if there are any technical, visual or audio difficulties.

**Open Expression and Respect for All.** An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement" (<https://www.marshall.usc.edu/about/open-expression-statement>).

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

If you are absent two or more times prior to the midterm without prior notification to me or miss 25% of the total number of sessions, the resulting quality and quantity of your participation and contribution may negatively impact your overall grade. These policies maintain professionalism and ensure a system that is fair to all students.

**Communication and Entertainment Devices.** Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. It is important that you stay engaged with the class discussion, even if you are participating remotely and through video conferencing. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

**Technology Use Policy** Laptop, tablet, and Internet usage are not permitted during academic or professional sessions unless otherwise instructed by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. ANY web-enabled devices (e.g., laptops, tablets, smartphones) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Your primary objective during class is to focus, contribute, and engage.

Videotaping of faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students. [Further details are provided in the Class Notes Policy, below.]

**AI Generator Policy** Learning to use AI is an emerging skill. In this course, I encourage you to use artificial intelligence (AI)-powered programs as a research tool to help you with written assignments that indicate the permitted use of AI and study guides for exams, similar to how one would use Google and/or other tools when conducting research.

Keep in mind the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- ***The use of AI tools requires attribution.*** To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.
- ***Reminder:*** The acquisition of academic work in whole or in part from any source (from textbooks and journal articles to web resources to generative AI) and the subsequent presentation of those materials as the student's own work (whether that material is paraphrased or copied in verbatim or near-verbatim form) constitutes an academic integrity violation.

**Class Notes and Use of Recordings Policy.** USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

In addition, students may not distribute or use notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

***I reserve all rights, including copyright, to my course syllabi, lectures, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.***

**Retention of Assignments & Deliverables.** Projects, assignments, and any and all graded work that comprise the course grade will be retained for one year after the end of the course *if* the graded work was not returned to the student. If I returned a graded paper to you, it is your responsibility to file it. Please keep copies of all submissions, regardless.

**Grade Disputes.** All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel, and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

**Incomplete Grades.** A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other emergency that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12 weeks, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an *Assignment of an Incomplete (IN) and Requirements for Completion* form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

#### **Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy**

Throughout this class and related entrepreneurship activities and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Greif Center that *all such information is to be treated as proprietary and confidential*.

By enrolling in and taking part in Greif Center classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in *SCampus* and to any remedies that may be available at law.

The Greif Center, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Greif Center classes or events. Receipt of this policy and registration in our classes are evidence that you understand this policy and will abide by it.

## **USC Statement on Academic Conduct & Support Systems:**

### **Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. 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. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate *for each course*. The LOA must be given to each course instructor by the student and followed with a discussion. This should be done as early in the semester as possible since accommodations are not retroactive. More information can be found at [osas.usc.edu](#). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu). OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

### **Support Systems:**

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

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard Learning Management System (LMS) ([blackboard.usc.edu](http://blackboard.usc.edu)), teleconferencing, and other technologies.

**International Student Language Support**

The USC American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. <https://dornsife.usc.edu/>

**APPENDIX A: Team Project Peer & Self-Evaluation**

Each team member must complete this form along with the final team project. Please submit under the BB link *individually* and in confidence – all information will be treated as confidential.

*Project Team Name:* \_\_\_\_\_

*Team Member's Name:* \_\_\_\_\_

*Instruc6ons:* All team members are asked to assess the relative contributions / efforts of all members of their team (including themselves) in order to reward excellence and avoid free-riding. Assessments weigh both the quality and quantity of contributions to different deliverables, positive contributions to team cohesiveness and energy, and overall engagement with the project. Please elaborate thoughbully and in some detail on the rationale for each evaluation and add any comments at the end.

Here are the ratings you can select for each team member evaluation, including yourself:

- 5 – *Outstanding:* went far beyond the call of duty and made an exceptional contribution
- 4 – *Excellent:* made many major contributions to the project and always delivered
- 3 – *Solid:* was a competent contributor to the project throughout all of its phases
- 2 – *Good:* team player who usually (but not always) did his or her assigned part
- 1 – *Barely acceptable:* did the minimum to get through
- 0 – *Unacceptable:* did not do the work and / or was disruptive to the team

Team Member Name:	Rating:	Elaboration / Rationale:
1.		
2.		
3.		
4.		

*Additonal comments (if any):*



**APPENDIX B: Self-Assessment of Class Contribution**

Each student must complete this form at the end of the course. Please submit under the BB link *individually*, filling out frankly by considering your contribution to the class and your own learning goals. I will consider your self-assessment along with my own assessment of your contribution (50 pts) and pair that portion of the score with your personal reflection essay (50 pts) in calculating the total score

Your Name: \_\_\_\_\_

*Instruc6ons:* All students are asked to assess their relative contributions / efforts to their and their classmates learning in order to reward excellence and avoid free-riding. Assessments weigh both the quality and quantity of contributions to different discussions, positive contributions to classroom atmosphere and civility, and overall engagement with the learning process. Please elaborate thoughbully and in some detail on the rationale for each evaluation and add any comments at the end.

Here are the ratings you can select for each self-evaluation criterion, which I will average across all 3:

5 – *Outstanding [=100%]:* You are in the top 5-10% of participating students, i.e., only a few other students in the class have participated more actively or equally actively. You have been well-prepared for every class discussion. Your comments and questions have been consistently insighbul.

4 – *Excellent [=90%]:* You have tended to offer frequent comments or questions in every class. You have been well prepared for class discussions in nearly every class. If called on, you have been able to provide insighbul, well-prepared comments.

3 – *Good [=80%]:* You have offered at least one comment or question in most classes and have o]en been well-prepared for discussions. If called on, you have been able to provide well-prepared comments. 2 – *Minimal [=70%]:* In general, you have spoken up only when called on but have occasionally offered a comment or question proactively. If called on, you have not always been able to provide well-prepared comments.

1 – *Barely acceptable [=40%]:* There are only a few other students in the class who have participated less actively. In general, you have spoken up only when called on and have not been prepared.

Self-Assessment Criteria:	Rating:	Elaboration / Rationale:
1. Contribution to in-class discussions (readings + cases + guest speakers)		
2. Contribution to positive classroom atmosphere & civility		
3. Contribution to overall engagement with learning process (of self + classmates)		

*Reflection on project contribution (150-250 words):*