

Day & Time **Tues/Thurs 10:00 AM to 11:50 AM**
Room **JFF 417**
Professor **Jessica Jackley**
Office Hours **<https://calendly.com/jjackley-usc>**
Email **jjackley@marshall.usc.edu**

Course Description

This course provides an in-depth introduction to social entrepreneurship, exploring how entrepreneurial principles can be applied to address social and environmental challenges. Students will learn about key concepts, models, and strategies used by social entrepreneurs to create and scale social impact. The course combines theoretical frameworks with practical case studies and hands-on research to equip students with the knowledge and skills needed to pursue projects, ventures, or careers in social entrepreneurship.

Learning Objectives

By the end of this course, students should be able to answer the following questions:

1. What is social entrepreneurship?
2. Why do social enterprises exist and what are they trying to accomplish?
3. What are the systemic issues facing the world today?
4. How do you apply entrepreneurship to social issues?
5. What are the challenges of including multiple missions into a business model?
6. How do you measure impact?
7. How are social enterprises funded?
8. What are some examples of system-changing social enterprises?
9. How do I start a career in social entrepreneurship?

Required Materials

All materials needed for this course will be provided on Brightspace.

Course Structure

Unit 1: Introduction to Social Entrepreneurship

We will begin by introducing ourselves and establishing a foundation for our collective learning journey. Each student will have the opportunity to share their background, motivations, and goals for this course. We will then explore the concept of social entrepreneurship, identifying key themes such as challenging assumptions and navigating trade-offs. As we prepare to delve into this field, we'll critically examine the ethical considerations, challenges, and fundamental questions that social entrepreneurs must address.

Unit 2: Social Issues

In this unit, we will analyze the systemic issues that contribute to global inequities and disenfranchisement. We will explore the interconnectedness of major social challenges, with a particular focus on climate change, healthcare, financial inclusion, and education. To deepen our understanding, we will engage with experts and thought leaders from both developed and emerging markets, who will provide insights into the origins, current realities, and significance of these issues.

Unit 3: Entrepreneurship

Building on our understanding of social issues, we will shift our focus to the entrepreneurial process. This unit will cover the essentials of entrepreneurship, from problem identification to mission development, strategy, impact measurement, and more. We will also introduce design thinking, highlighting the specific challenges and opportunities faced by entrepreneurs with a social mission.

Unit 4: Social Change

With a solid understanding of entrepreneurial tools, we will revisit the major social issues through the lens of social impact. This unit will examine various organizations that are addressing these challenges and the diverse approaches they employ. We will invite current social entrepreneurs to share their experiences, discussing both the obstacles they have encountered and the successes they have achieved in their efforts to drive change.

Unit 5: Metrics & Funding

In this unit, we will explore the critical role of funding in sustaining social ventures. We will compare different methods of raising capital for non-profit and for-profit entities, including traditional fundraising, equity-based financing, and the expanding role of impact investors. This discussion will provide a comprehensive understanding of the financial landscape available to social entrepreneurs.

Unit 6: Wrapping Up

As we conclude the course, we will reflect on the key lessons learned, including the importance of resilience, preparation for success, and strategies for managing criticism. We will also host a Q&A panel with USC alumni from this course who will share their career journeys in social entrepreneurship.

Class Policies

Office Hours

Office hours will be held both in-person on campus and online over Zoom. Please sign-up in advance via <https://calendly.com/jjackley-usc> or feel free to email jjackley@usc.edu to find other times.

Class Norms

This class is best when we learn from each other. Please be ready to answer as well as ask thoughtful questions. Respectful debate is also encouraged. Feel free to agree or disagree with me or your classmates. Anything worth discussing does not have a single right answer, so be prepared to support your arguments and be open to changing your mind.

Guest Speakers

I will be inviting an array of exciting guest speakers who are entrepreneurs or experts in their field with a wealth of knowledge and experience to share. As one of the most valuable aspects of the course, **please be respectful of their time by being on time, being prepared, and staying for the entirety of class.**

I ask our speakers to share details of their lives and businesses for our edification. They trust that what is shared in class will be held in confidence, otherwise guests would not be forthcoming or candid in their conversations with us. **Please use your utmost discretion in sharing what we learn.**

Brightspace and Email

Brightspace and email are the most effective ways to communicate outside of class. Please check regularly for messages and course materials: **All required readings and materials will be posted on Brightspace.**

Course Schedule

Date	Unit	Topic	Pre-Class Prep
T 8/27	Introduction	Social Entrepreneurship	<p>Review: Syllabus</p> <p>Read: Social Entrepreneurship: The Case for Definition Social Entrepreneurship & Evolution</p>
Th 8/29	Introduction	Ethics & Challenges	<p>Watch: Reclaiming Social Entrepreneurship Daniela Papi Thornton</p> <p>Read, reflect, be ready to discuss: Prompts (in Brightspace)</p> <p>Prep: Look at Echoing Green website Choose 5 Fellows of interest to you Come to class ready to share who you chose and why</p>
T 9/3	Social Issues	Introduction to Social Issues	<p>ASSIGNMENT DUE: SELF-REFLECTION</p> <p>Read: Disruptive Innovation for Social Change Social Issues That Matter to Gen Z UN Sustainable Development Goals</p> <p>To discuss: Look through each of the Sustainable Development Goals / Global Goals Come to class ready to discuss how you'd prioritize these in terms of importance, urgency, personal interest</p>

Th 9/5	Social Issues	The Global Goals Speaker: John McArthur, Director and Senior Fellow, Center for Sustainable Development	Watch: The global goals we've made progress on -- and the ones we haven't Michael Green Watch (optional): How We Can Make the World a Better Place by 2030 Michael Green ASSIGNMENT: Read speaker bio and prepare 10 questions
T 9/10	Social Issues	Healthcare	Read: U.S. Health Care from a Global Perspective, 2022: Accelerating Spending, Worsening Outcomes Global Health Achievements 2023
Th 9/12	Social Issues	Climate Speaker: TBD	Read: The Future of Emerging Markets: Climate Change Climate Primer (page 12+) ASSIGNMENT: Read speaker bio and prepare 10 questions
T 9/17	Social Issues	Financial Health	Read: Beyond Financial Inclusion: Financial Health as a Global Framework Money Resolutions, a Sketchbook
Th 9/19	Social Issues	Education Speaker: TBD	Read: 10 Challenges Facing Public Education 11 Unexpected Barriers to Education
T 9/24	Entrepreneurship	Vision, Mission & Strategy Guest Speaker: Marina Kim, former USC Social	Read: Ashoka - A Guide to the Seven Questions The Process of Social Entrepreneurship Watch: Ashoka Is...

		Entrepreneur in Residence	The Art of Innovation
Th 9/26	Entrepreneurship	Structure	Read and Watch: Social Enterprise Legal Structures --> Introduction --> Evolving Landscape --> Overview (all subsections as well under Overview)
T 10/1	Entrepreneurship	Designing Business for Good Guest Speaker: Todd Johnson, Activate and ImpactAlpha	ASSIGNMENT: Read speaker bio and prepare 10 questions
Th 10/3	Entrepreneurship	User-Centered Design Speaker: Michelle Kreger, CEO Ideo.org	Read: "Design Thinking Defined" Pages 9-14, 19-25 in the <u>Field Guide to Human Centered Design</u> Watch: Video on Design Kit site here ASSIGNMENT: Read speaker bio and prepare 10 questions
T 10/8	Entrepreneurship	Impact Gap	TBD
Th 10/10	<i>No class</i>	Study for midterm	
T 10/15	Midterm	In class	
Th 10/17	Social Change	Mission-profit tension	Read: Social Enterprise Legal Structures --> Mission-Profit Tension
T 10/22	Social Change	Mission-profit tension	ASSIGNMENT DUE: Impact-Profit Exploration writing assignment

Th 10/24	Social Change	Case study: Tala Guest Speaker: TBD	TBD ASSIGNMENT: Read speaker bio and prepare 10 questions
T 10/29	<i>No class</i>		Work on New Social Enterprise assignment
Th 10/31	<i>No class</i>		Work on New Social Enterprise assignment
T 11/5	Social Change	LC3s, Social Purpose Corps, B-Corps	Read: Social Enterprise Legal Structures --> For-Profit Hybrids --> Mission Anchoring
Th 11/7	Social Change	Case study: New Story Speaker: Brett Hagler, Founder and CEO of New Story	TBD ASSIGNMENT: Read speaker bio and prepare 10 questions
T 11/12	Social Change	Case study: charity: water Guest speaker: Scott Harrison, Founder and CEO of charity: water	Watch "Meet the Founder" video (heads up: it's an hour! plan ahead) ASSIGNMENT: Read speaker bio and prepare 10 questions
Thurs 11/14	Metrics & Funding	Measuring Impact	Read: Policy Brief on Social Impact Measurement How Social Entrepreneurs Begin to Measure Impact
T 11/19	Metrics & Funding	Metrics for Success Guest speaker: Kathleen Kelly Janus, Senior Advisor, Freeman Consulting	Read: " A Playbook for Social Impact Metrics " " Creating a Data Culture " by Kathleen Kelly Janus ASSIGNMENT: Read speaker bio and prepare 10 questions

Th 11/21	Metrics & Funding	Investor case study: Acumen Speaker: TBD	TBD ASSIGNMENT: Read speaker bio and prepare 10 questions
T 11/26	Metrics & Funding	Investor case study: Sorenson Impact Speaker: TBD	TBD ASSIGNMENT: Read speaker bio and prepare 10 questions
Th 11/28		<i>No class</i>	
T 12/3	Wrap up	Alumni Panel & Career Q&A	ASSIGNMENT DUE: New Social Enterprise write-up
Th 12/5	Wrap up	Closing thoughts & discussion	
Th 12/12	Final Exam	11am-1pm (regular classroom)	

Course Assignments

Details for all assignments and projects will be posted to Brightspace at least 2 weeks before they are due. All assignments must be submitted there by 10am on the date due. When given page restrictions, use common sense for typeface, font size, margins, spacing/leading, and kerning (or, be penalized).

Major assignments will include:

1. Writing Assignment: Self-reflection

We will start the course together by examining our assumptions and perspectives at the onset of the course. You will be asked to answer questions around your beliefs, motivations, and assumptions about yourself, the class, social justice, and social entrepreneurship.

2. Midterm Exam

The midterm will test your comprehension of classroom learning and readings through 10/5. If you missed any classes, please get notes from another student. You must take your Midterm Exam in class to receive credit.

3. Writing Assignment: Impact-Profit Exploration

As we wrap up a section about the tensions that can arise between profit and impact, you will identify a for-profit social enterprise and analyze what might change if that entity solely prioritized profit, as well as if it solely prioritized impact.

4. Writing Assignment: New Social Enterprise

Synthesizing learnings across the entire course, you will be asked to put a brief proposal together for a new social enterprise. Exceptional proposals may be selected to present to the class.

5. Final Exam

The final exam will test your comprehension of classroom learning and readings from the entire course. If you missed any classes, please get notes from another student.

Participation

To earn full credit for participation, students must consistently engage in class activities, discussions, and collaborative exercises, both in person and online. This includes coming to class prepared, having completed any required readings or assignments, and actively contributing to group work or class discussions. Students are expected to demonstrate critical thinking, ask questions, and provide thoughtful feedback to peers. Regular attendance is also a key component, and is a prerequisite for participation, as is showing respect for the perspectives of others and maintaining a positive and constructive attitude throughout the course. Active participation not only involves speaking up but also listening attentively and being present in the learning process.

To provide one specific example, we have multiple speakers in this class. You will prepare 10 thoughtful, unique questions in advance of class and be expected to engage with them during the speakers' time with us.

Grade Breakdown

Your final grade is based on an evaluation of the following activities:

Writing Assignment: Self-reflection	10%
Midterm	20%
Writing Assignment: Impact-Profit Exploration	10%
Writing Assignment: New Social Enterprise	25%
Final	20%
Participation	15%
Total	100%

Note: Letter grades may not exactly correlate to the scores above. For example, if the average/median scores are high for the entire class, the cut-offs for specific letter grades will adjust in kind.

Procedures, Requirements & Grading

Introduction

Do not skip this section as the following guidelines apply to ALL assignments without exception. You will be penalized if you do not follow them.

Brightspace communication

All course communication will go through Brightspace.

Assignment requirements

- All assignments will have files posted on Brightspace in advance with the expectations and grading rubrics.
- Assignments will also be discussed in class. You are responsible for attending class and hearing the extra guidance.
- You are certainly encouraged to submit files before the deadline. Please keep copies of all your files and emails until the end of the semester.

Penalties

Assignments will be accepted after the deadline with the following penalties:

- Assignments turned in after the required time on the due date but within 24 hours will be discounted by 10% of the final score.
- Papers turned in 24 to 72 hours after the due date will be discounted by 20% of the final score.
- In almost every case, papers handed in after 72 hours will receive a zero for the assignment. Under certain rare extenuating circumstances, the instructors will allow later papers, but those papers will be discounted by at least 50% of the final score. Please contact the instructors as soon as you believe you may be more than 72 hours late.

Correcting grading errors

If you do not inform us of missing or incorrect grades within two weeks of grades being posted, the grades will be assumed correct. Do NOT wait until the end of the semester to check your grades or to appeal a grade on any assignment.

Incompletes

An incomplete (IN) is given when work is not completed because of a documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalog):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify 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 computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

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/>.

Academic Conduct & 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 Research and Scholarship Misconduct.

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. 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 up with a discussion. This should be done as early in the semester as possible as 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.

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 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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.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.

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 for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

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.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Student Accessibility Services (<https://osas.usc.edu>). OSAS provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with OSAS each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

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.

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

ombuds.usc.edu

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) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

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

Trojans Care for Trojans – (213) 740-0411

<https://campussupport.usc.edu/trojans-care-4-trojans/>

USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This private and anonymous request form provides an opportunity for Trojans to help a member of our Trojan Family.

Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy

Throughout the classes and events of the Lloyd Greif Center for Entrepreneurial Studies and the Brittingham Social Enterprise Lab, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is policy that all such information be treated as confidential.

By enrolling in and taking part in the entrepreneurship 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 use 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 Greif Center or the Brittingham Lab.

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

The Lloyd Greif Center for Entrepreneurial Studies, the Brittingham Social Enterprise Lab, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers, faculty or staff who are involved in our classes or events.

Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Academic Integrity and Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). 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. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (Section 11.00 and Appendix Z).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Your original thought, in addition to carefully cited sources, will ensure that you don't run into academic integrity issues that may affect your grade or your status at USC. Any material cited verbatim from its source should be in quotes and contain a reference to a full citation for that source. Paraphrased work should also clearly cite the source material.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* (<http://equity.usc.edu/>) or to the *Department of Public Safety* (<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us/>). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *The Center for Women and Men* (<http://engemannshc.usc.edu/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage (<https://sarc.usc.edu/reporting-options/>) describes reporting options and other resources.

Class Notes Policy

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

No recording and copyright notice.

No student may record any lecture, class discussion or meeting with me without our prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all

means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. We reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Brightspace 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.

AI Usage Policy

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

There may be some exceptions that indicate the permitted use of AI. However, be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not prepared to produce text that meets the standards of this course. 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. Citation requirements are here:

<https://libguides.usc.edu/generative-AI/citing-generative-ai>

Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Please ask me if you are unsure about whether or when AI may be used on an assignment, or what information requires citation and/or attribution.

Additional notes on collaboration and group work. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts. Unless specifically designated as a ‘group project,’ all assignments are expected to be completed individually.

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Drop/Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. 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. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs (213) 740-0690; if new seats or sections are added, students on the interest list will be notified.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to you. If I returned a graded paper to you, it is your responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) 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. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of Recordings

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

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/open-expression-statement>).

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 (blackboard.usc.edu), teleconferencing, and other technologies.

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 12th week, 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.

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 The USC Student Handbook. 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 The USC Student Handbook (<https://policy.usc.edu/studenthandbook/>) beginning on page 57.

IMPORTANT! RECEIPT OF THIS SYLLABUS AND REGISTRATION IN THIS COURSE WILL SERVE AS EVIDENCE THAT YOU UNDERSTAND AND ACCEPT THE REQUIREMENTS OF THE COURSE.