Automation isn’t a new story. Across the ages, agricultural, industrial, and now information, the burden of work has inexorably shifted from humans to machines. The more capable the machines, the more complexity they’ve shouldered. The incessant pressure on organizations to do more with less has made automation an attractive solution for many — especially when personnel-related costs are typically the largest operating expense for most organizations.

Moreover, machines are generally much easier to manage than people.

But something is different today. Something that is changing our interactions in ways we humans have never experienced, and it’s changing them at an ever-accelerating rate. Something that seemingly challenges the very definition of what it is to be human.

Our machines are acquiring intelligence — and they’re becoming mobile.

Rudimentary in some ways, but impressive in others. They’re growing beyond the limitations of programmed, repetitive motion in tightly-controlled domains. Much like their overlords have done since the inception of time, they are increasingly functioning in open-ended domains — and successfully managing through escalating levels of ambiguity in the process.

It’s time to investigate this looming reality. It’s time to ask the question, what to do when machines do everything? And it’s time to think about the ramifications.

Opportunity in the Age of Intelligent Machines

Artificial intelligence. One might conclude from all of the recent hysteria that it’s newfangled technology, developed only recently, and quickly threatening the very survival of humanity. Reality, however, is a little different from science fiction.

Artificial intelligence, or AI, has a long history of limitless potential, and disappointing reality, going back some sixty years. It’s anything but new, and fortunately, whether it ultimately terminates the human race remains to be seen.

A perfect storm of innovation, however, has undeniably changed this long-evolving equation.

The relatively recent combination of big data, enhanced processing power, and increasingly sophisticated algorithms, have combined to make AI a considerably more potent force. One capable of automating higher-level tasks — and jobs — than previously thought possible. At some point, no job will be spared the risk of automation. In whole, or in part.

Opportunity for humans has already changed, and it will continue to change. However, as futurist Ray Kurzweil stated, “we won’t experience one hundred years of progress in the 21st century. It will be more like 20,000 years of progress”.

Pedagogy

Technologically-driven change isn’t slowing-down, and the capabilities of machines will continue to skyrocket in complexity. They will more easily replicate our most human abilities over time — and supplant us in an ever-growing number of tasks, and jobs. Automation isn’t stopping.

Opportunity in the age of intelligent machines is therefore first, and foremost, about you, your life, and your future as we endeavor to answer the question together — what to do when machines do everything?

Our shared journey will traverse four closely-intertwined threads, including:

1. Reviewing the enablers, and resulting forces, that are dramatically changing our world - focusing primarily on artificial intelligence and robotics.

2. Critically examining the technology companies — Amazon, Apple, Facebook, Google, plus Microsoft — that are increasingly shaping how we live our lives.

3. Gazing across the ever-changing landscape of entrepreneurial startups, and emerging growth companies, that are employing technology to thrust us towards a jobless future.
4. Leveraging our presence at one of the nation’s leading research universities to embark on a series of knowledge quests to actively seek-out answers to our questions - exploring the economic, philosophical, political, psychological, and technological ramifications of intelligent machines.

Learning Outcomes

Exploring opportunity in the age of intelligent machines, asking and answering difficult questions along the way, will involve considerably more than found in the realm of science fiction – as entertaining as that may be.

Accordingly, at the end of the course you should be able to do the following:

1. Categorize and describe the technologies underlying the age of intelligent machines, and then explain their potential impact on opportunity in the future.
2. Assess competing dystopian and utopian scenarios, separating fact from fiction.
3. Connect the impact of evolving technologies to the human experience, identifying and linking likely challenges to prospective solutions.
4. Recognize the reading, listening, discussion, writing, and presentation skills required to think and act like a successful entrepreneur.
5. Envision future opportunities by analyzing entrepreneurial ventures currently commercializing relevant technologies.

Structure of the Course

The initial lecture will introduce the course and instructor, set the tone, and explain the pedagogic approach in detail.

The next lecture will provide an overview of the age of intelligent machines. This topic will be woven throughout the course, and continually reinforced with assigned reading selected from a number of relevant books.

The subsequent five (5) core learning modules of the course will each be organized over approximately two week periods as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opportunity in the Age of Intelligent Machines (OAIM) Lecture</td>
</tr>
<tr>
<td>2</td>
<td>Introduction of Knowledge Quest in Discussion Section</td>
</tr>
<tr>
<td>3</td>
<td>Continuation of OAIM Lecture</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge Quest Roundtable in Discussion Section</td>
</tr>
</tbody>
</table>

What happens outside of the classroom, however, can also be an important component of the learning experience – and as you’ll read below, an available option to help you work towards your desired final grade.

Fall 2019 Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Session Titles</th>
<th>Preparation in Canvas</th>
<th>Core Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>None</td>
<td>GCS-1</td>
</tr>
<tr>
<td></td>
<td>Discussion Sections</td>
<td>Review Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Age of Intelligent Machines</td>
<td>Architects Intelligent Machines Robot-Proof</td>
<td>LPQ-1</td>
</tr>
<tr>
<td>Discussion Sections</td>
<td>Review of Group Competitions, Knowledge Quests and Other Classroom Technology</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
</tbody>
</table>

**MODULE ONE: Acceleration of Acceleration**

| 3 | Lecture 9/18 | Opportunity in the Age of Intelligent Machines Lecture | The Fourth Age | LPQ-2 and PAQ-1 |
| 4 | Lecture 9/25 | Continuation of OAIM Lecture | Brief Answers to the Big Questions | LPQ-3 and GCS-2 |

**MODULE TWO: The Four Horsemen**

| 5 | Lecture 10/2 | Opportunity in the Age of Intelligent Machines Lecture | The Four | LPQ-4 and PAQ-2 |
| 6 | Lecture 10/9 | Continuation of OAIM Lecture | The Big Nine | LPQ-5 |

**MODULE THREE: Rise of the Robots**

| 7 | Lecture 10/16 | Opportunity in the Age of Intelligent Machines Lecture | The Globotics Upheaval | LPQ-6 and PAQ-3 |
| 8 | Lecture 10/23 | Continuation of OAIM Lecture | Rise of the Robots | LPQ-7 and GCS-3 |

**MODULE FOUR: Humans Need Not Apply**

<p>| 9 | Lecture 10/30 | Opportunity in the Age of Intelligent Machines Lecture | AI Super-powers | LPQ-8 and PAQ-4 |
|    | Introduction of Knowledge Quest | None | GC-4 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Discussion Sections</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11/6</td>
<td>Continuation of OAIM Lecture</td>
<td>New Dark Age</td>
<td>LPQ-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge Quest Roundtable</td>
<td>N/A</td>
<td>KQ-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/13</td>
<td>Opportunity in the Age of Intelligent Machines Lecture</td>
<td>The Future of Work</td>
<td>LPQ-10 and PAQ-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction of Knowledge Quest</td>
<td>None</td>
<td>GC-5</td>
</tr>
<tr>
<td>12</td>
<td>11/20</td>
<td>Continuation of OAIM Lecture</td>
<td>What to Do When Machines Do Everything</td>
<td>LPQ-11 and GCS-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge Quest Roundtable</td>
<td>N/A</td>
<td>KQ-5</td>
</tr>
<tr>
<td>13</td>
<td>11/27</td>
<td>Special Opportunity in the Age of Intelligent Machines Lecture</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>THANKSGIVING</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**MODULE FIVE: Racing with the Machines**

**Brief History of Tomorrow**

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Discussion Sections</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>12/4</td>
<td>Opportunity in the Age of Intelligent Machines Lecture</td>
<td>21 Lessons Homo Deus</td>
<td>LPQ-12 and PAQ-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary of the Course</td>
<td>None</td>
<td>GC-6</td>
</tr>
<tr>
<td>15</td>
<td>12/11</td>
<td>The Last Lecture</td>
<td>What’s the Future and Why It’s Up to Us</td>
<td>LPQ-13 and UTE-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDY DAYS</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**CLOSING**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Tuesday 12/17</td>
<td>FINAL EXAMINATION</td>
<td>None</td>
<td>Final Examination in Canvas</td>
</tr>
<tr>
<td></td>
<td>Thursday 12/19</td>
<td>FINAL GRADES POSTED</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**NOTE:** This Syllabus is Subject to Change with Prior Notice
Estimated Average Weekly Workload

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Challenges</th>
<th>Class</th>
<th>Reading</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
<td>2 Hours</td>
<td>9 Hours</td>
</tr>
</tbody>
</table>

Reading

The required books for the course will include the following five (5) titles, all four of which are currently available from online retailers in print or digital format for less than $75.00 in total:

- The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google by Scott Galloway (2017)

Supplemental reading for the course will include selections from the following twelve (12) books, and will be available in PDF format on Canvas:

- Architects of Intelligence: The Truth about AI from the People Building It by Martin Ford (2018)
- Brief Answers to the Big Questions by Stephen Hawking (2018)
- Homo Deus: A Brief History of Tomorrow by Yuval Noah Harari (2017)
- Possible Minds: 25 Ways of Looking at AI by John Brockman (2019)
- The Age of Intelligent Machines by Ray Kurzweil (1990)
- The Big Nine: How the Tech Titans & Their Thinking Machines Could Warp Humanity by Amy Webb (2019)
- What to Do When Machines Do Everything: How to Get Ahead in a World of AI, Algorithms, Bots, and Big Data by Malcolm Frank, Paul; Roehrig, and Ben Pring (2017)
- What’s the Future and Why It’s Up to Us by Tim O’Reilly (2017)

Grading

Students should apply themselves because first and foremost, they want to learn. That said, this is a University, and you are getting credit towards your degree, so we must adhere to applicable policy and use grades in this course.

Grading in this course is unusual – albeit increasingly less so.

The grading methodology is designed to encourage you to explore many different types of assignments and to focus more on some than others depending on your interests. Many of the assignments will be new and challenging, and failure – or at least disappointment – on your first try is expected.

But those failures will also be safe. You will always have an opportunity to recover from them.

If you feel that the merit of your work on any given exploratory assignment has not been fully recognized with an appropriate score, you may elect to revise and re-submit that assignment for re-scoring. In doing so, you must explain to the instructor in an email why you believe that your work deserves to be re-evaluated – highlighting specific reasons and providing relevant detail. Your argument may be accepted, your work re-evaluated, and your score adjusted – either up or down as appropriate.

You aren’t expected to try everything that is available, and even if a good grade is all you are after, you won’t have to. There are numerous paths to secure your desired grade.
Course grades will be provided on a standard four-point scale, with a maximum of an ‘A’ - and no curve will be used in the grading. Hopefully, however, you will try to forget grades, and simply explore, and maybe even have some fun in the process.

The grading scale based on the number of earned points will be as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>10,000</th>
<th>9,500</th>
<th>9,000</th>
<th>8,500</th>
<th>8,000</th>
<th>7,500</th>
<th>7,000</th>
<th>6,500</th>
<th>6,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D</td>
</tr>
</tbody>
</table>

A grade of A+ is reserved for truly exceptional performance, and in this course, it cannot be earned based on points alone. The instructor alone will decide whether any of the students who have earned A grades by points have truly excelled through consistent attendance, active class participation, and generally contributing to the success of the course throughout the term. If so, these students, and never more than a few, will receive A+ grades.

### AVAILABLE POINTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Core (Maximum Available Points)</th>
<th>Exploratory (Maximum Available Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reflections</td>
<td>N/A</td>
<td>3,000</td>
</tr>
<tr>
<td>Exploratory Readings</td>
<td>1,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Final Examination</td>
<td>N/A</td>
<td>1,500</td>
</tr>
<tr>
<td>Graded Course Surveys</td>
<td>400</td>
<td>100</td>
</tr>
<tr>
<td>Group Competitions</td>
<td>600</td>
<td>N/A</td>
</tr>
<tr>
<td>Knowledge Quests</td>
<td>3,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Knowledge Sharing Project</td>
<td>N/A</td>
<td>2,500</td>
</tr>
<tr>
<td>Lecture Participation Quizzes</td>
<td>1,300</td>
<td>N/A</td>
</tr>
<tr>
<td>Personal Resume Submitted to Canvas</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Preparation Assessment Quizzes</td>
<td>1,200</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>7,600</strong></td>
<td><strong>11,100</strong></td>
</tr>
</tbody>
</table>

We want you to succeed by doing your best work at all times, so please be proactive in reaching-out to a member of the teaching team on a timely basis if you have any comments, questions, or concerns!

### CORE ASSIGNMENTS

Core assignments are comprised of seven (7) different elements, including graded course surveys, group competitions, knowledge quests, lecture participation quizzes, preparation assessments quizzes, resume submission, and two (2) required exploratory readings, as described below.

Graded Course Surveys (GCS)

You will be asked periodically to complete graded course surveys (GCS), both via Canvas and possibly through other sources (such as Academic Innovation, Innovate Blue, and UofM Blue), with each graded survey worth a maximum of one hundred (100) points.
Group Competitions (GC)

You will also be randomly assigned to groups within your discussion section in Canvas for the six (6) different group competitions (GC) scheduled over the term.

Group competitions will be unique to the subject matter and driven by activity in the information space. Unless otherwise indicated by the instructor, competitions will be conducted entirely during scheduled discussion sections.

Each of the these group competitions will be scored using an assignment rubric located in Canvas, and worth a maximum of one hundred (100) points.

Knowledge Quests (KQ)

You will be randomly assigned to groups within your discussion section in Canvas for the different modules scheduled over the term, and will be evaluated based on the performance of your assigned groups.

Knowledge quests will be unique to the subject matter and driven by activity in the information space. Unless otherwise indicated by the instructor, solutions will be presented and debated during scheduled discussion sections.

Each of the five (5) knowledge quests will be scored using an assignment rubric located in Canvas, and worth a maximum of six hundred (600) points.

Knowledge quest discoveries will be evaluated by all discussion section participants either during, or after, each group presentation, with percentage point bonuses to be awarded to each member of the group as follows:

<table>
<thead>
<tr>
<th>Group Presentation Ranking</th>
<th>Point Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1.2x - Twenty Percent (20.0%)</td>
</tr>
<tr>
<td>2nd</td>
<td>1.1x - Ten Percent (10.0%)</td>
</tr>
</tbody>
</table>

For this reason, it is important that you come to class on-time and thoroughly prepared to participate with your assigned group members.

Lecture Participation Quizzes (LPQ)

Your participation will be evaluated and ultimately scored through questions in a series of thirteen (13) online quizzes administered and scored via Canvas. Each lecture participation quiz (CPQ) will be worth a maximum of one hundred (100) points.

Preparation Assessment Quizzes (PAQ)

Your completion of the assigned preparation for each session will be evaluated and ultimately scored through questions in a series of six (6) online quizzes administered and scored via Canvas, with each preparation assessment quiz (PAQ) worth a maximum of two hundred (200) points.

Required Exploratory Reading

You will be required to read two (2) exploratory readings from the list of books in the ‘Exploratory Assignments’ – ‘Exploratory Reading’ section below, and then submit a paper for scoring consistent with the requirements stated therein. The first submission is due on or before October 20, 2019, and the second on or before December 7, 2019. Failure to complete either required exploratory reading will result in the assessment of a five hundred (500) point penalty per reading.

Resume Submission

You are requested to upload a PDF of your personal resume to Canvas no later than September 30, 2019 for the exclusive use of the teaching team – and only the teaching team. One hundred (100) points will be awarded upon completion of the upload.

EXPLORATORY ASSIGNMENTS

Exploratory assignments are comprised of four (4) different – and optional – elements, including course reflections, exploratory readings, final examination, and a knowledge sharing project as described below.
Due Date | Exploratory Assignment Deadlines
---|---
September 30th | Course Reflections (Maximum): 4 | Exploratory Readings (Maximum): 4 | Final Examination: Approval
October 31st | 4 | 4 |
November 30th | 4 | 4 |
December 7th | 2 | 2 | Completion
December 17th | In-classroom Exam

**NOTE:** Irrespective of the monthly limitations, a maximum of ten (10) entrepreneurial readings can be submitted in total during the term.

**Course Reflections**

You can submit a maximum of twelve (12) approximately two hundred and fifty (250) word ‘reflections’ via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – discussing your response to information presented during the course. Excluding any special reflections, the maximum allowable submission will be four (4) reflections in any given month, except December – for which the limitation will be two (2) reflections submitted no later than December 7, 2019. Each submission will be scored using an assignment rubric located in Canvas, and worth a maximum of two hundred and fifty (250) points.

**Exploratory Readings**

The exploratory reading assignment includes your selection of two or more books from any of the following fifteen (15) titles, all of which are available through the University Library or other local libraries, and from online retailers or other providers in either print or digital formats:

- Four Futures: Life After Capitalism by Peter Frase (2016)
- Geek Heresy: Rescuing Social Change from the Cult of Technology by Kentaro Toyama (2015)
- How to Create a Mind: The Secret of Human Thought Revealed by Ray Kurzweil (2012)
- Life 3.0: Being Human in the Age of Artificial Intelligence by Max Tegmark (2017)
- Only Humans Need Apply: Winners and Losers in the Age of Smart Machines by Thomas Davenport and Julia Kirby (2016)
- Our Final Invention: Artificial Intelligence and the End of the Human Era by James Barrat (2013)
- Superintelligence: Paths, Dangers, Strategies by Nick Bostrom (2014)
- Tell the Machine Goodnight by Katie Williams (2018)
- The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World by Jacqueline Novogratz (2009)
- The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies by Erik Brynjolfsson and Andrew McAfee (2014))
- Utopia is Creepy and Other Provocations by Nicholas Carr (2016)

In addition to the foregoing selection of exploratory readings, you may also select a book from the list of twelve (12) supplemental readings on page five of the syllabus. However, supplemental readings will not be available from the Reserve Desk at the Undergraduate Library – though they may be found in the general collection of one of the University libraries.

You will be required to submit an approximately five hundred (500) word paper via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – which discusses your learning experience from having read any one of the above fifteen books, or from a supplemental reading.
You are encouraged to read more than two of these books over the course of the term. However, the following terms and conditions apply to exploratory reading assignments:

- The submission of a single paper for a single book will be eligible for the maximum number of available points.
- A maximum of ten (10) separate papers can be submitted – including the two (2) required submissions – if ten (10) of the above books are read over the course of the term.
- More than one book can be incorporated into a single comparative paper – but the required word total will increase by fifty percent (50.0%) for each book included in a comparative paper – and the number of available points will also increase proportionally.
- Maximum allowable submission of four (4) papers in any given month, except December – for which the limitation is two (2) papers due prior to December 7, 2019.
- Your submission – or submissions - will be scored using an assignment rubric located in Canvas.
- Finally, a single submission is worth a maximum of five hundred (500) points, while a multiple submission is worth an additional two hundred and fifty (250) points per incremental book included in a comparative analysis.

Final Examination

An optional final examination will be available to any students interested in the accompanying point opportunity. The exam will consist of seventy-five (75) questions in Canvas, is worth a maximum of one thousand and five hundred (1,500) points, and will be offered only in the classroom during the scheduled examination window between 8:00 AM and 10:00 AM on Tuesday, December 17, 2019.

Knowledge Sharing Project

Thriving in the age of intelligent machines will require you to successfully navigate through a seemingly endless series of challenges, with an infinite number of variables that will typically have to be processed in real-time. To successfully race with the machines, you will need timely access to relevant experience from other humans, and an ability to share your own experience in return.

If you select this exploratory assignment, you will be required to do the following:

- Submit confirmation to Canvas that you’ve decided to participate in the knowledge sharing project no later than September 30, 2019. There will be no exceptions to this requirement.
- Sign into the SI 260–provided ‘Givitas’ platform developed by Give and Take, Inc., beginning on October 1, 2019.
- Read ‘Give and Take: A Revolutionary Approach to Success by Adam Grant (2013)’ - then submit a five hundred (500) word special exploratory reading to Canvas, consistent with the above terms and conditions for any other exploratory reading, no later than November 15, 2019. This will also be scored using the exploratory reading assignment rubric in Canvas, and worth a maximum of five hundred (500) points.
- You will have a maximum of sixty (60) calendar days to actively collaborate with your peers in SI 260 by leveraging the sharing capabilities of the ‘Givitas’ platform. This must be done entirely outside of the classroom.
- The knowledge sharing project will officially end at Midnight EDT on November 30, 2019.
- Submit a 2,000 word term paper via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – describing your experience, applying relevant theory from the course, and drawing appropriate conclusions about knowledge sharing. This submission is due no later than December 7, 2019, will be scored using a rubric located in Canvas, and is worth a maximum of two thousand (2,000) points.

THE FINE PRINT

Academic Integrity

All assignments in this course are clearly designated as either individual or group assignments. For individual assignments, submitted work must reflect your own original effort. If you are directly quoting, or building on the writing of others, put the language in quotes and provide a proper citation.

You are expected to understand what plagiarism is and how to avoid it. If you are uncertain about the
boundaries, you must take the initiative to educate yourself.

Refer to the appropriate student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for plagiarism, whether intentional or unintentional.

Collaboration is a critical component of many of the assignments in this course given the nature of the challenges. Moreover, students will be working closely together during challenges as members of randomly assigned groups. Therefore, group assignments are intended to be collaborative efforts – and accordingly, submitted work should reflect the effort of the entire group. The names of all collaborators must be on any and all team submissions.

The instructor will not tolerate any conduct, without regard to motive, that violates the academic integrity and ethical standards of UMSI and the broader University community.

Accommodation for Students with Disabilities

If you think you need an accommodation for a disability, please inform the instructor at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as your instructor is aware of your needs, they will be able to work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. SSD (734.763.3000; http://www.umich.edu/~sswd/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information provided hereunder will be treated as private and confidential.

Attendance Policy

The course is structured much like a fast-paced entrepreneurial startup, and as in any such situation, one would not fail to meet their commitments – including being where they need to be, when they need to be there, and fully prepared to contribute.

Attendance will be recorded in Canvas at the beginning of each scheduled session. Should circumstances beyond your control prevent you from attending any scheduled session, it is your responsibility to inform the designated member of the teaching team ahead of time, find-out what you missed, and then make arrangements to make-up any required work.

Please remember that in-class participation and related group activities can be an important element of your final grade. Additionally, missing group competitions and knowledge quests negatively impacts other students in your group.

Classroom Technology

The course will require the use of a laptop computer, Poll Everywhere, standard software tools, and a Google file sharing drive.

While the use of technology is strongly encouraged as an aid to learning and in facilitating timely communication, extensive research suggests that the use of personal electronic devices in the classroom is distracting to the lecturer and other students, and ultimately results in lower retention of lecture material by students.

Therefore, the use of mobile devices – such as mobile phones – is strictly prohibited, while the use of laptops may be restricted during any given session as specifically communicated by the instructor. Strict compliance with this policy is greatly appreciated!

Communication Tools

Canvas is the primary dissemination method for course-related activity, including assigned readings, assignment descriptions and accompanying material, general notes, related presentations, revisions to the syllabus, and scheduling. It is your responsibility to stay up-to-date on Canvas.

Email remains the primary communication tool in professional interactions. Although texting is useful for casual interaction, email etiquette is not casual. When you email the instructor, or other relevant parties, please remember that you are communicating in a professional context – so please use salutations and signatures, and do not use text or internet slang.

In addition to the foregoing tools, we will be using Slack to better connect course participants, and to enhance collaboration amongst students in course and group-related activities. An evolving selection of instructor-approved apps, such as BlueJeans, may be integrated into the dedicated workspace during the term to enrich the course experience.
Recording of Course-related Activities

**Audio or video recording, live-streaming, or photography of any type in the classroom without the written permission of the instructor is strictly prohibited.**

Consumption of Food and Beverages

The consumption of food of any kind during each session is prohibited unless specifically communicated otherwise by the instructor. The consumption of beverages is permitted so long as such consumption does not distract from the normal conduct of classroom activities.

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol or drug problems, and depression, can directly impact academic performance.

If you or someone you know is feeling overwhelmed, depressed or simply in need of support, services are available.

For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312, or at [https://caps.umich.edu/](https://caps.umich.edu/), during and after hours, on weekends and holidays or through its counselors physically located on both North Campus and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320, or at [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs). For alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/).