

**COURSE SYLLABUS**  
**SI 360: Succeeding at Failing: The Art of Entrepreneurship in the Information Age**  
**WINTER 2019**

Instructor: Walt Borland  
Contact: borland@umich.edu  
Office Hours:  
Tu/Th, 1:00 – 3:00 PM, or by Appointment  
Location: NQ Room 4431

Prerequisites: None  
Credits: 3  
Lectures: Tu/Th 4:00 – 5:30 PM  
Location: NQ Room 2255  
Course Site: Available on Canvas

---

**Overview**

Google was not the first search engine – and Facebook was not the first social network. Behind every entrepreneurial success story lie the untold stories of numerous failures. Those with visions that were too early, too late, or unable to capitalize on a prospective opportunity for any number of reasons.

For the overwhelming majority of entrepreneurs, pursuing a dream is far more likely to result in failure than success.

Despite this reality, entrepreneurship has been practiced around the world for centuries. It is a mindset characterized by risk-taking, seeing problems from

multiple perspectives, experimentation, and continually challenging oneself to produce meaningful results.

However, it is also about learning from failure – and ultimately finding a way to succeed by overcoming the odds.

Succeeding at failing is more humanistic than mechanical, it is built on lived experience more than replicable formulas, and correspondingly, it is more art than science. Succeeding at failing is an essential ingredient in developing an entrepreneurial mindset, and like any other form of art, it can be practiced – and that is the primary objective of this course.

---

**Learning Outcomes**

Becoming a successful entrepreneur can be the result of an overnight success story twenty years in the making, or from simply being in the right place at the right time – or if one prefers being struck by lightning, seemingly the wrong place at the wrong time.

Irrespective of the stories emanating from Silicon Valley during the recent wave of technological transformation,

the number of Mark Zuckerberg's is an infinitesimal fraction of those whose names will never be remembered.

In this light, expecting our unusually bright and talented undergraduate students to achieve anything close to mastery at succeeding at failing in a single term is unrealistic at best. For most, it will require a lifetime of experience. Accordingly, at the end of the course you should be able to do the following:

1. Recognize the critical role failure plays in the learning process, and associate the importance of overcoming the fear of failure with ultimately achieving success.
2. Contrast, compare, and employ alternative approaches to starting-up, pitching, financing, launching, and leading entrepreneurial ventures.
3. Successfully interact with, and preferably lead, randomly-assigned groups to collaboratively solve entrepreneurial challenges and win entrepreneurial competitions.
4. Apply the reading, listening, discussion, writing, and presentation skills required to be a successful entrepreneur.
5. Reduce the fear of entrepreneurial failure, and increase the probability of entrepreneurial success, by synthesizing an entrepreneurial mindset.

---

**Pedagogy**

A simple dichotomy for entrepreneurship is that it is either about starting companies or solving problems, with the former being an ancillary outcome and the latter the very essence of the entrepreneurial mindset.

Starting and building real companies, albeit providing valuable lessons, is an unrealistic expectation for any course offered during a single term. Tackling open-ended problems – and in particular, challenging problems – is

what one should be well-prepared to do when pursuing entrepreneurial opportunities.

We will explore such through the discussion of relevant theory, structured group challenges and competitions, and the incorporation of broader life experience – all involving entrepreneurial-style risk-taking. Failure in this course will not only be encouraged, but it will also be rewarded.

## Structure

The first two sessions will introduce the course and instructor, set the tone, and explain the pedagogic approach in detail.

The next four sessions will explore risk aversion and the entrepreneurial mindset. These topics 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:

Session	Activity
1	Art of the Start Lecture
2	Introduction of Challenge
3	Group Collaboration
4	Group Presentations

The last scheduled session of the course – or the last lecture – will be a forward-looking summary of the course.

What happens outside of the classroom, however, is also 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 2018 Schedule

Week	Day/Date	Session Titles	Preparation in Canvas	Core Assignments
<b>1</b>	Tuesday 1/8	NO CLASS	None	N/A
	Thursday 1/10	Introduction to the Course	Review Course Syllabus	N/A
<b>THE ENTREPRENEURIAL MINDSET</b>				
<b>2</b>	Tuesday 1/15	Introduction to the Instructor	None	GCS-1
	Thursday 1/17	Excellent Sheep	Excellent Sheep: Part 1 and Part 2	CPQ-1
<b>3</b>	Tuesday 1/22	Excellent Sheep	Excellent Sheep: Part 1 and Part 2	CPQ-2 and PAQ-2
	Thursday 1/24	Group Collaboration	Canvas Preparation Assignment 2	GC-1
<b>4</b>	Tuesday 1/29	Entrepreneurial Mindset	Entrepreneurship: T,P,P	CPQ-3 and PAQ-2
	Thursday 1/31	Entrepreneurial Mindset	Failing Forward Mindset	CPQ-4 and GCS-2 GC-2

<b>MODULE ONE: The Art of Starting Up</b>				
<b>5</b>	Tuesday 2/5	Art of the Start Lecture	AOTS: Chapter 1	CPQ-5
	Thursday 2/7	Challenge One	Finding Success Zero to One: C1 and 2	CPQ-6 and PAQ-3
<b>6</b>	Tuesday 2/12	Group Collaboration	N/A	N/A
	Thursday 2/14	Group Presentations	N/A	Challenge-1 and GCS-3
<b>MODULE TWO: The Art of Enchantment</b>				
<b>7</b>	Tuesday 2/19	Art of the Start Lecture	AOTS: Chapter 6 Enchantment	CPQ-7
	Thursday 2/21	Challenge Two	Made to Stick	CPQ-8 and PAQ-4
<b>8</b>	Tuesday 2/26	Group Collaboration	AOTS: Chapters 8 & 9	CPQ-9 and PAQ-5
	Thursday 2/28	Guest Lecture: Mary Lemmer	Straight from the Investors Mouth	N/A
<b>9</b>	Tuesday 3/5	SPRING BREAK		
	Thursday 3/7	SPRING BREAK		
<b>10</b>	Tuesday 3/12	Group Presentations	N/A	N/A
	Thursday 3/14	Group Presentations	N/A	Challenge-2 and GCS-4
<b>MODULE THREE: The Art of Financing</b>				
<b>11</b>	Tuesday 3/19	Art of the Start Lecture	AOTS: Chapters 4 & 5 Zero to One: C7	CPQ-10
	Thursday 3/21	Challenge Three	Bootstrapping Zero to One: C11	CPQ-11 and PAQ-6
<b>12</b>	Tuesday 3/26	Group Collaboration	N/A	N/A

	Thursday 3/28	Group Presentations	N/A	Challenge-3 and GCS-5
<b>MODULE FOUR: The Art of Launching</b>				
<b>13</b>	Tuesday 4/2	Art of the Start Lecture	AOTS: Chapter 2 Zero to One: C5	CPQ-12
	Thursday 4/4	Group Collaboration	The Up Side of Down	CPQ-13 and PAQ-7 GC-3
<b>MODULE FIVE: The Art of Leading</b>				
<b>14</b>	Tuesday 4/9	Art of the Start Lecture	AOTS: Chapters 3 & 7 Zero to One: C14	CPQ-14
	Thursday 4/11	Challenge Five	AOTS: Chapter 12 Wisdom of Failure	CPQ-15 and PAQ-8
<b>15</b>	Tuesday 4/16	Group Collaboration	N/A	N/A
	Thursday 4/18	Group Presentations	N/A	Challenge-4 and GCS-6
<b>CLOSING</b>				
<b>16</b>	Tuesday 4/23	The Last Lecture	The Last Lecture	CPQ-16 and PAQ-9 UTE-1
	Thursday 4/25	STUDY DAY	None	None
<b>17</b>	Wednesday 5/1	FINAL EXAMINATION	None	None
	Thursday 5/2	FINAL GRADES POSTED	None	None
<b>NOTE:</b> This Syllabus is Subject to Change with Prior Notice				

#### Estimated Average Weekly Workload

Assignments	Challenges	Class	Reading	Total
2 Hours	2 Hours	3 Hours	2 Hours	9 Hours

#### Reading

The required books for the course will include the following four (4) titles, all four of which are currently available from online retailers in print or digital format for less than \$50.00 in total:

- *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life* by William Deresiewicz (2014)
- *Straight from the Investor's Mouth* by Mary Lemmer (2014)

- *The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything* by Guy Kawasaki (2015)
- *The Last Lecture* by Randy Pausch with Jeffrey Zaslow (2008)

Alternatively, excerpts of Excellent Sheep, The Art of the Start 2.0, and The Last Lecture are available in Canvas. While copies of Straight from the Investors Mouth can be borrowed from the SI 360 circulating library.

Supplemental reading for the course will include selections from the following ten (10) books, and will be available in PDF format on Canvas:

- *Bootstrapping Your Business: Start and Grow a Successful Company with Almost No Money* by Greg Gianforte (2005)
- *Enchantment: The Art of Changing Hearts, Minds, and Actions* by Guy Kawasaki (2012)
- *Entrepreneurship: Theory, Process, Practice 9<sup>th</sup> Edition* by Donald F. Kuratko (2014)
- *Failing Forward: Turning Mistakes into Stepping Stones for Success* by John C. Maxwell (2000)
- *Finding Success in Failure: True Confessions from 10 Years of Startup Mistakes* by Lucas Carlson (2015)
- *Made to Stick: Why Some Ideas Survive and Others Die* by Chip Heath and Dan Heath (2008)
- *Mindset: The New Psychology of Success* by Carol S. Dweck (2016)
- *The Up Side of Down: Why Failing Well Is the Key to Success* by Megan McArdle (2014)
- *The Wisdom of Failure: How to Learn the Tough Leadership Lessons without Paying the Price* by Laurence G. Weinzimmer and Jim McConoughey (2013)
- *Zero to One: Notes on Startups, or How to Build the Future* by Peter Thiel (2014)

## 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 reevaluated – highlighting specific reasons and providing relevant detail. Your argument may be accepted, your work reevaluated, 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:

<b>Points</b>	10,000	9,500	9,000	8,500	8,000	7,500	7,000	6,500	6,000
<b>Grade</b>	A	A-	B+	B	B-	C+	C	C-	D

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.

<b>AVAILABLE POINTS</b>		
<b>Assignments</b>	<b>Core (Maximum Available Points)</b>	<b>Exploratory (Maximum Available Points)</b>
Challenges	3,000	N/A
Co-curricular Project	N/A	2,500
Course Participation Quizzes	1,600	N/A
Course Reflections	N/A	3,000
Entrepreneurial Reading	600	5,400
Final Examination	N/A	1,500
Graded Course Surveys	600	100
Group Competitions	750	N/A
Leadership Multiplier	N/A	600
Personal Resume Submitted to Canvas	100	N/A
Preparation Assessment Quizzes	900	N/A
Risk Quotient	N/A	TBD
<i>Totals:</i>	7,550	13,100

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 six (6) different elements, including challenges, course participation quizzes, graded course surveys, group competitions, preparation assessments quizzes, and a required entrepreneurial reading, as described below.

These core assignments are due by the date and time listed for any particular assignment in Canvas without exception. Therefore, late assignments will NOT be accepted and zero (0) points will be available after the posted deadlines.

#### **Challenges**

You will be randomly assigned to groups in Canvas for the different modules scheduled over the term, and will be evaluated based on the collective performance of your assigned groups – and your accompanying contribution – through the required submission of peer reviews.

Each of the four (4) challenges will be scored using an assignment rubric located in Canvas, and worth a maximum of seven hundred and fifty (750) points.

Challenges 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 during scheduled class sessions.

Challenges will be evaluated by all course participants either during, or after, each group presentation, with percentage point bonuses to be awarded to each member of the group as follows:

<b>Group Presentation Ranking</b>	<b>Point Multiplier</b>
1 <sup>st</sup>	1.3x - Thirty Percent (30.0%)
2 <sup>nd</sup>	1.2x - Twenty Percent (20.0%)
3 <sup>rd</sup>	1.1x - Ten Percent (10.0%)

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

---

### Course Participation Quizzes (CPQ)

---

Your participation will be evaluated and ultimately scored through questions in a series of sixteen (16) online quizzes administered and graded via Canvas. Each course participation quiz (CPQ) will be worth a maximum of one hundred (100) points.

---

### 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 in Canvas for the three (3) different group competitions (GC) scheduled over the term.

otherwise indicated by the instructor, competitions will be conducted entirely during scheduled class sessions.

Group competitions will be unique to the subject matter and driven by activity in the information space. Unless

Each of these group competitions will be scored using an assignment rubric located in Canvas, and worth a maximum of two hundred and fifty (250) points.

---

### Personal Resume

---

You are requested to upload a PDF of your personal resume to Canvas no later than January 31, 2019 for the use of the teaching team – and only the teaching team. One hundred (100) points will be awarded upon completion of the upload.

---

### 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 nine (9) online quizzes administered and graded via Canvas, with each preparation assessment quiz (PAQ) worth a maximum of one hundred (100) points.

---

### Required Entrepreneurial Reading

---

You will be required to read one (1) exploratory reading from the list of books in the 'Exploratory Assignments' – 'Entrepreneurial Reading' section below, and then submit a paper for scoring consistent with the requirements stated therein on or before April 20, 2019. Failure to complete the required entrepreneurial reading will result in the assessment of a six hundred (600) point penalty.

## EXPLORATORY ASSIGNMENTS

Exploratory assignments are comprised of six (6) different – and optional – elements, including co-curricular project, course reflections, entrepreneurial reading, final examination, a leadership multiplier, and a risk quotient as described below.

Due Date	Exploratory Assignment Deadlines			
	Co-curricular Activity	Course Reflections (Maximum)	Entrepreneurial Reading (Maximum)	Final Examination
January 31 <sup>st</sup>	Approval	3	4	
February 28 <sup>th</sup>	Interim Read-out	3	4	
March 31 <sup>st</sup>		2	4	
April 20 <sup>th</sup>	Final Paper	2	2	
May 1 <sup>st</sup>				In-classroom Exam

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

---

### Co-curricular Project

---

The University of Michigan has a thriving entrepreneurial ecosystem of accelerators, competitions, organizations, and programs across campus – and it is continuing to expand.

Entrepreneurship in this course is taught through theory, practice, and experience – with the latter available through active engagement in co-curricular activities. Accordingly, you have the option to earn points through participation in a co-curricular activity within the local entrepreneurial ecosystem during the term.

If you select this assignment, you will be required to complete two of the following, with a third option:

- Secure instructor approval of your proposed co-curricular assignment no later than January 31, 2019.
- Submit an optional read-out of the current status of your co-curricular activity by uploading a presentation to Canvas, preferably in PowerPoint. The optional read-out is due no later than February 28, 2019, and will be scored using an assignment rubric located in Canvas, and worth a maximum of five hundred (500) points.
- Submit an approximately 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 entrepreneurial theory, and drawing appropriate conclusions about your co-curricular activity. This submission is due no later than April 20, 2019, will be scored using an assignment rubric located in Canvas, and is worth a maximum of two thousand (2,000) points.

### Course Reflections

---

You can submit a maximum of ten (10) approximately three hundred (300) 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 – describing your personal entrepreneurial journey during the course. Excluding any special reflections, the maximum allowable submission will be

three (3) reflections in any given month, except March and April, for which the limitation will be two (2) reflections. April reflections must be submitted no later than April 20, 2018. Each submission will be scored using an assignment rubric located in Canvas, and worth a maximum of three hundred (300) points.

### Entrepreneurial Reading

---

The entrepreneurial reading assignment includes your selection – or multiple selections - from any of the following fifteen (15) books, all of which are available through the SI 360 circulating library, the University Library or other local libraries, and from online retailers or other providers in either print or digital formats:

- *African American Entrepreneurs: Successes and Struggles of Entrepreneurs of Color in America* by Michelle I. Spain and J. Mark Munoz (2018)
- *Am I Being Too Subtle: Straight Talk from a Business Rebel* by Sam Zell (2017)
- *Bad Blood: Secrets and Lies in a Silicon Valley Startup* by John Carreyrou (2018)
- *Brotopia: Breaking Up the Boys' Club of Silicon Valley* by Emily Chang (2018)
- *Chaos Monkeys: Obscene Fortune and Random Failure in Silicon Valley* by Antonio Garcia Martinez (2016)
- *Disrupted: My Misadventure in the Start-Up Bubble* by Dan Lyons (2016)
- *From the Other Side of the World: Extraordinary Entrepreneurs, Unlikely Places* by Elmira Bayrasli (2015)
- *Geek Girl Rising: Inside the Sisterhood Shaking Up Tech* by Heather Cabot and Samantha Walravens (2017)
- *More Awesome Than Money: Four Boys, Three Years, and A Chronicle of Ideals and Ambition in Silicon Valley* by Jim Dwyer (2014)
- *Principles* by Ray Dalio (2017)
- *The Man from Essence: Creating a Magazine for Black Women* by Edward Lewis (2014)
- *The Promise of a Pencil: How an Ordinary Person Can Create Extraordinary Change* by Adam Braun (2014)
- *Valley of the Gods: A Silicon Valley Story* by Alexandra Wolfe (2017)
- *Wild Ride: Inside Uber's Quest for World Domination* by Adam Lashinsky (2017)
- *Women in Tech: Take Your Career to the Next Level* by Tarah Wheeler Van Vlack (2016)

You will be required to submit an approximately six hundred (600) 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 entrepreneurial learning experience from having read any one of the above fifteen books.

You are encouraged to read more than one of these books over the course of the term. However, the following terms and conditions apply to entrepreneurial 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 one (1) required submission – 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 April – for which the limitation is two (2) papers due prior to April 20, 2019.
- Your submission – or submissions - will be scored using an assignment rubric located in Canvas.
- Finally, a single submission is worth a maximum of six hundred (600) points, while a multiple submission is worth an additional three hundred (300) 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 – 8:00 AM to 10:00 AM – on Wednesday, May 1, 2019.

---

#### Leadership Multiplier

A Group Leader can be selected for each randomly assigned group for any one of the four (4) primary challenges. A member of the group can either volunteer for the role, or the members of the group can elect a Group Leader. In either event, the Group Leader will

receive a 'leadership multiplier' of twenty percent (20.0%) of the points awarded to each individual member of the group as a result of having participated in the challenge.

---

#### Risk Quotient

An optional 'risk quotient' may be elected prior to any one of the four (4) primary challenges at your sole individual discretion. If your group ultimately wins its challenge, then the number of points awarded to you alone will be

doubled. If your group places second or third, then the number of points awarded to you will be unaffected. However, if your group does not win or place, the number of points awarded to you will be zero (0).

### 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 Attendance Policy

(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.

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.

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.

Attendance will be recorded in Canvas at the beginning of each scheduled session. Should circumstances beyond your control prevent you from attending any scheduled

Please remember that in-class participation and related group activities can be an important element of your final grade. Additionally, missing group challenges 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.

lecturer and other students, and ultimately results in lower retention of lecture material by students.

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

**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.

context – so please use salutations and signatures, and do not use text or internet slang.

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

In addition to the foregoing tools, we are introducing Slack to SI 360 beginning this term 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, will 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/>, 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>. 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/>.