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 then 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, 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.
The Effect of COVID-19 on the Course

We find ourselves living during unusual times, facing the extraordinary combination of a global pandemic, significant economic disruption, and social unrest. Our lives are anything but normal. This course was originally designed to be taught entirely in-person, and not remotely. Unfortunately, doing such again this term simply isn’t possible.

As a result, the course has been modified to be taught using a so-called HyFlex or hybrid structure, with both synchronous and asynchronous pedagogical elements. This resulted in the following changes of note:

- A revised academic calendar, a restructured teaching team, and an expanded toolkit.
- Revisions to the previous core, supplemental, and entrepreneurial readings.
- The replacement of weekly in-person lectures with prerecorded video material.

Notwithstanding the foregoing, the course remains focused on the entrepreneurial mindset – and entrepreneurs should be self-assured while navigating through the unknown. Successfully managing through ambiguity and uncertainly, along with embracing change as an opportunity, are some of the core tenets underlying the entrepreneurial mindset.

One should always hope for the best, while being prepared for the worst. We’ll be doing exactly that together this term. I’m confident, however, that our time this term will be well spent regardless of what happens.

Course Structure

The first two weeks will introduce the course, instructors and toolkit, set the tenor for the term, and explain the pedagogical approach in detail.

The next two weeks of the course 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 four (4) core learning modules of the course will each be organized over approximately two-week periods as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening Art of the Start Video Lecture</td>
</tr>
<tr>
<td>1</td>
<td>Special Topics Video</td>
</tr>
<tr>
<td>1</td>
<td>Synchronous Engaged Learning Session</td>
</tr>
<tr>
<td>2</td>
<td>Continuation of the Art of the Start Video Lecture</td>
</tr>
<tr>
<td>2</td>
<td>Special Topics Video</td>
</tr>
<tr>
<td>2</td>
<td>Synchronous Engaged Learning Session</td>
</tr>
</tbody>
</table>

The final scheduled week of the course – including the last lecture itself – will be a forward-looking summary of the course. What happens outside of these scheduled interactions, 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.

Winter 2021 Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Session Titles</th>
<th>Preparation in Canvas</th>
<th>Core Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday 1/20</td>
<td>Introduction to the Course</td>
<td>Disrupted Lab Rats</td>
<td>P1</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Lecture/Video</td>
<td>Activity Type</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday 1/27</td>
<td>Asynchronous Activity</td>
<td>Introduction to the Instructor</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday 2/3</td>
<td>Asynchronous Activity</td>
<td>Excellent Sheep: Part 1 and Part 2</td>
<td>LPQ-2 and PAQ-2</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday 2/10</td>
<td>Asynchronous Activity</td>
<td>Entrepreneurial Mindset</td>
<td>LPQ-3 and PAQ-3</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday 2/17</td>
<td>Asynchronous Activity</td>
<td>Art of the Start Lecture</td>
<td>LPQ-4</td>
</tr>
<tr>
<td>6</td>
<td>WELL-BEING BREAK 2/24</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday 3/3</td>
<td>Asynchronous Activity</td>
<td>Continuation of the Art of the Start Lecture</td>
<td>LPQ-5 and PAQ-4</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday 3/10</td>
<td>Asynchronous Activity</td>
<td>Art of the Start Lecture</td>
<td>LPQ-6</td>
</tr>
</tbody>
</table>

**THE ENTREPRENEURIAL MINDSET**

**MODULE ONE: The Art of Starting Up**

**MODULE TWO: The Art of Enchantment**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Activity</th>
<th>Special Topics Activity</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Wednesday 3/17</td>
<td>Continuation of the Art of the Start Lecture</td>
<td>Video Lecture Special Topics Video</td>
<td>P9</td>
<td>LPQ-7 and PAQ-5</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Activity</td>
<td>Group Presentations</td>
<td>YouTube Playlist</td>
<td>Challenge-2 GCS-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MODULE THREE: The Art of Financing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wednesday 3/24</td>
<td>Art of the Start Lecture</td>
<td>AOTS: Chapters 4 and 5 Bootstrapping Your Business</td>
<td>P10</td>
<td>LPQ-8</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Activity</td>
<td>Video Lecture Special Topics Video</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Wednesday 3/31</td>
<td>Continuation of the Art of the Start Lecture</td>
<td>Video Lecture Special Topics Video</td>
<td>P11</td>
<td>LPQ-9 and PAQ-6</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Activity</td>
<td>Group Presentations</td>
<td>YouTube Playlist</td>
<td>Challenge-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MODULE FOUR: The Art of Leading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Wednesday 4/7</td>
<td>Art of the Start Lecture</td>
<td>AOTS: Chapter 3 Brotopia</td>
<td>P12</td>
<td>LPQ-10</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Activity</td>
<td>Video Lecture Special Topics Video</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Wednesday 4/14</td>
<td>Continuation of the Art of the Start Lecture</td>
<td>Video Lecture Special Topics Video</td>
<td>P13</td>
<td>LPQ-11 and PAQ-7</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Activity</td>
<td>Group Presentations</td>
<td>YouTube Playlist</td>
<td>Challenge-4 GCS-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLOSING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wednesday 4/21</td>
<td>The Last Lecture</td>
<td>The World Cup Video Lecture</td>
<td>P14</td>
<td>LPQ-12 and PAQ-8 UTE-1</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wednesday 4/28</td>
<td>FINAL EXAMINATION</td>
<td>None</td>
<td>Final Examination in Canvas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday 4/30</td>
<td>FINAL GRADES POSTED</td>
<td></td>
<td></td>
<td></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-related</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 four (4) titles, all four of which are currently available from online retailers in print or digital format for approximately $40.00 in total:

- **Brotopia: Breaking Up the Boys’ Club of Silicon Valley by Emily Chang (2018)**
- **Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life by William Deresiewicz (2014)**
- **The Last Lecture by Randy Pausch with Jeffrey Zaslow (2008)**

Alternatively, excerpts of Brotopia, Excellent Sheep, The Art of the Start 2.0, and The Last Lecture will be available in PDF format in Canvas.

Supplemental reading for the course will include excerpts from the following eight (8) books, all of which 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)**
- **Disrupted: My Misadventure in the Start-Up Bubble by Dan Lyons (2016)**
- **Enchantment: The Art of Changing Hearts, Minds, and Actions by Guy Kawasaki (2012)**
- **Lab Rats: How Silicon Valley Made Work Miserable for the Rest of Us by Dan Lyons (2018)**
- **Mindset: The New Psychology of Success by Carol S. Dweck (2016)**
- **The Promise of a Pencil: How an Ordinary Person Can Create Extraordinary Change by Adam Braun (2014)**
- **Zero to One: Notes on Startups, or How to Build the Future by Peter Thiel (2014)**
- **Zucked: Waking Up to the Facebook Catastrophe by Roger McNamee (2019)**

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 resubmit 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 respectable 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 about chasing 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 very 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>Challenges</td>
<td>4,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-curricular Project</td>
<td>N/A</td>
<td>1,500</td>
</tr>
<tr>
<td>Course Reflections</td>
<td>N/A</td>
<td>2,400</td>
</tr>
<tr>
<td>Entrepreneurial Reading</td>
<td>750</td>
<td>3,000</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>Leadership Multiplier</td>
<td>N/A</td>
<td>800</td>
</tr>
<tr>
<td>Lecture Participation Quizzes</td>
<td>1,200</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>800</td>
<td>N/A</td>
</tr>
<tr>
<td>Risk Quotient</td>
<td>N/A</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>7,250</td>
<td>9,300</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 six (6) different elements, including challenges, course participation quizzes, graded course surveys, preparation assessment quizzes, a required entrepreneurial reading, and submission of your resume, as described below.

Challenges

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

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 shared through a YouTube playlist.

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.

Each of the four (4) challenges will be scored using an assignment rubric located in Canvas, and worth a maximum of one thousand (1,000) points.

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:
For this reason, it is important that you’re thoroughly prepared to actively participate with your randomly-assigned group members.

**Graded Course Surveys (GCS)**

You will be asked periodically to complete graded course surveys (GCS), both via Canvas and through other sources such as UoM’s Blue teaching evaluation platform, with each graded survey worth a maximum of one hundred (100) points.

**Lecture Participation Quizzes (CPQ)**

Your participation will be evaluated and ultimately scored through questions in a series of twelve (12) online quizzes administered and graded via Canvas. Each course participation quiz (CPQ) will be worth a maximum of one hundred (100) points.

**Personal Resume**

You are requested to upload a PDF of your personal resume to Canvas no later than January 31, 2021 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 eight (8) 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 15, 2021. Failure to complete the required entrepreneurial reading will result in the assessment of a seven hundred and fifty (750) 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.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Co-curricular Activity</th>
<th>Course Reflections (Maximum)</th>
<th>Entrepreneurial Reading (Maximum)</th>
<th>Final Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31st</td>
<td>Approval</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>February 28th</td>
<td>Interim Read-out</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>March 31st</td>
<td>Final Paper</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>April 15th</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Remote Exam</td>
</tr>
<tr>
<td>April 28th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Irrespective of the monthly limitations, a maximum of four (4) 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 one option:

- Secure instructor approval of your proposed co-curricular assignment no later than January 31, 2021.
- Submit an optional read-out of the current status of your co-curricular activity by uploading a presentation to Canvas, in either PowerPoint or video. The optional read-out is due no later than February 28, 2021, and will be scored using an assignment rubric located in Canvas, and worth a maximum of five hundred (500) points.
- Submit an approximately 1,000-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 March 31, 2020, will be scored using an assignment rubric located in Canvas, and is worth a maximum of one thousand (1,000) points.

Course Reflections

You can submit a maximum of Six (6) approximately four hundred (400) 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 submissions will fluctuate between one or two in any given month. Your final reflection must be submitted no later than April 15, 2021. Each submission will be scored using an assignment rubric located in Canvas, and worth a maximum of four hundred (400) points.

Entrepreneurial Reading

The entrepreneurial reading assignment includes your selection – or multiple selections - from any of the following ten (10) books, all of which are available through the University Library (in either print or eBook format) and other local libraries, along with online retailers or other providers in either print or digital formats:

- 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)
- Don’t be Evil: How Big Tech Betrayed its Founding Principles – and All of Us by Rana Foroohar (2019)
- Facebook: The Inside Story by Steven Levy (2020)
- No Filter: The Inside Story of Instagram by Sarah Frier (2020)
- The Code: Silicon Valley and the Remaking of America by Margaret O’Mara (2019)
- The Man from Essence: Creating a Magazine for Black Women by Edward Lewis (2014)

You will be required to submit an approximately seven hundred and fifty (750) 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 ten 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 all 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 four (4) separate papers can be submitted – including the one (1) required submission – if four (4) 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 one (1) or two (2) papers in any given calendar month.
• Your submission – or submissions - will be scored using an assignment rubric located in Canvas.
• Finally, a single submission is worth a maximum of seven hundred and fifty (750) points, while a multiple submission is worth an additional three hundred and seventy-five (375) 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 – and proctored – remotely during the tentatively scheduled examination window – beginning at 1:00 PM on Wednesday, April 28, 2021.

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. Splitting the Group Leader role amongst multiple group members is not permitted.

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.

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 engaged learning session.

Should circumstances beyond your control prevent you from attending any scheduled session, it is your responsibility to inform your designated instructional aide ahead of time, find-out what you missed, and then make arrangements to make-up any required work.

Please remember that remote participation, along with related group activities, can be an important element of your final grade. Additionally, missing group challenges negatively impacts other students in your group.

**Course-related Technology**

The course will require the use of a laptop computer, Adobe Creative Cloud, Poll Everywhere, YouTube, Zoom, other standard software tools such as PowerPoint, and access to a designated University-provided 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 can be distracting, and ultimately results in lower retention of lecture material by students.

*Therefore, the use of mobile devices – such as mobile phones – is strictly prohibited during any given engaged learning session. Even though we may not always be able to see you using your mobile device while online. Strict compliance with this policy is in your best interest, and greatly appreciated!*

**Communication Tools**

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

Slack is the primary communication tool for non-FERPA interactions between course instructors and students, and amongst students, in the course. All students will be expected to download Slack on their preferred mobile device, join the designated workspace for the course, activate mobile notifications, and learn how to use the platform without exception.

We will be using Slack throughout the term to connect course participants, along with enhancing collaboration amongst students in course and group-related activities.

*As such, GroupMe is not an approved communication tool for this course, nor is the creation of chat or text groups on other communication platforms.*

Email remains an alternative communication tool for professional interactions. If 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.

**Recording of Course-related Activities**

*Audio or video recording, live-streaming, or photography of any type during course-related activities without the written permission of the instructor is strictly prohibited.*

**Accommodation for COVID-related Complications**

The impact of the global pandemic on any given individual may vary across a range of possibilities over the course of the term. Some of these will include, among others:

- Students with personal health complications that will not allow them to participate in any course-related activities.
- Students who test positive for the coronavirus, and will accordingly be required to quarantine, or students who have been exposed to others testing positive for the coronavirus, who will also be required to quarantine.
- Students requiring some level of medical attention, and therefore unable to participate in any course-related activities for a period of time.

In the event of any the foregoing, or any other COVID-related complication, your instructors will provide an appropriate accommodation to help ensure you’re able to participate in the course over the term - and will have a reasonable opportunity to successfully complete the course requirements.
Please inform your instructor via the appropriate channel of communication at your earliest convenience in the event any COVID-related complication adversely affects you at any point during the term. We’re all in this together, and we will get through the pandemic by working together.

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 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.

Student Wellbeing

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- **Counseling and Psychological Services (CAPS)** - Confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more, counselors are embedded in some schools such as UMSI.
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community.
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world.
- **Multi-ethnic Student Affairs (MESA)** - 734-763-9044; diversity and social justice through the lens of race and ethnicity.
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict.
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities.
- **Sexual Assault Prevention and Awareness Center (SAPAC)** - Confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking.
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students.
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives.
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night.
- **Well-being for U-M Students website** - searchable list of many more campus resources.
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching and much more.