

COURSE SYLLABUS

**SI 460: Modeling Success: The Science of Entrepreneurship in the Information Age
WINTER 2019**

Instructor: Walt Borland
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Office Hours:
Tu/Th, 1:00 – 3:00 PM, or by Appointment
Location: NQ Room 4431

Prerequisites: SI 360
Credits: 3
Lectures: Mon/Wed 4:00 – 5:30 PM
Location: NQ Room 2255
Course Site: Available on Canvas

Overview

There is absolutely nothing new about entrepreneurship in and of itself. The earliest definition of an entrepreneur emerged in the thirteenth century, and subsequently evolved over hundreds of years to Peter Drucker’s characterization in the twentieth century of entrepreneurs as having special characteristics over and above those who simply start a business. In his words, “they create something new, something different; they change or transmute values”.

He continues by suggesting that “entrepreneurs see change as the norm and as healthy. Usually, they do not bring about change themselves. But – and this defines entrepreneur and entrepreneurship – the entrepreneur always searches for change, responds to it, and exploits it as an opportunity”.

In short, entrepreneurship is about embracing change.

The accelerating rate of change propelled by globalization and technological innovation is driving the desire to assume more control over one’s life in an increasingly uncertain environment. The reality of which is similarly applicable to those choosing to work within an existing organization or those starting an entirely new one, irrespective of the profit motive.

If one agrees with Drucker that entrepreneurship is about change, then being an entrepreneur – or at least learning how to act like an entrepreneur – may very well be your best defense against an increasingly uncertain future.

Technological Forces Shaping the Future

Mainstream discussions about technology-driven change typically focus on the underlying technologies, such as advanced algorithms, artificial intelligence, autonomous systems, big data, blockchains, cloud computing, cybersecurity, genomics, lasers, mobile applications, quantum computing, and robotics. These technologies are all driving technological change – singularly and through innumerable combinations – and are opportunities for entrepreneurs in and of themselves. First and foremost, however, they are enablers.

In his recently published book, ‘The Inevitable’, author Kevin Kelly explores twelve technological forces that will undoubtedly shape our future. Unlike a discussion of enablers, his analysis explores trends that will likely affect

“the way we work, play, learn, buy, and communicate with each other”.

Each of these twelve trends are largely driven by some combination of evolving technologies – and each of them symbolize exciting opportunities for entrepreneurs. Especially those competing in the information industry. Understanding what is changing at a macro-level will better equip you to recognize and pursue entrepreneurial opportunities in the future.

Studying forces, instead of enablers, differentiates this course from others typically offered in entrepreneurial curriculum.

Learning Outcomes

As Steve Blank, a serial entrepreneur, renowned entrepreneurial author, and self-described Michigan Wolverine, wrote in a Harvard Business Review article, “According to conventional wisdom, the first thing every

founder must do is to create a business plan – a static document that describes the size of an opportunity, the problem to be solved, and the solution that the new venture will provide”.

Blank submits that we have learned at least three things after watching thousands of startups embrace this conventional wisdom over the years, including:

1. “Business plans rarely survive the first contact with customers”.
2. “No one besides venture capitalists and the late Soviet Union requires five-year plans”.
3. “Startups are not smaller versions of large companies”.

More importantly, however, Blank puts forward “that while existing companies execute a business model, startups look for one” – and this has become the essence

of the lean startup: “a temporary organization designed to search for a repeatable and scalable business model”.

Embracing this reality, so too will we abandon the traditional business plan, and focus instead on exploring, understanding, and applying the principles of business

model generation and relevant entrepreneurial theory and practice, to searching for, responding to, and exploiting change as an opportunity.

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

1. Analyze and critique the waves of change and accompanying forces that are continually transforming “the way we work, play, learn, buy, and communicate with each other”.
2. Apply the core principles of the lean startup methodology – especially the concept of business model generation – to launching early-stage entrepreneurial endeavors in either for-profit or non-profit scenarios.
3. Critically evaluate prospective entrepreneurial ventures in the information industry, and assess the likely outcome.
4. Demonstrate the reading, listening, discussion, writing, and presentation skills required to be a successful entrepreneur.
5. Generate, evaluate, and recommend compelling, business-like entrepreneurial solutions successfully leveraging technology-driven opportunities.

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 entrepreneurship.

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

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

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

The next two sessions will explore the waves of technological change continually impacting our world. These topics will be woven throughout the course, and continually reinforced with assigned reading selected from a number of relevant books.

Then we’ll delve into the four steps to the epiphany, including an introduction to the business model canvas. The subsequent five (5) core learning modules of the course will each be organized over approximately two week periods as follows:

Session	Activity
1	Waves of Change 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.

Winter 2019 Schedule

Week	Day/Date	Session Titles	Preparation in Canvas	Core Assignments
1	Monday 1/7	NO CLASS	None	N/A

	Wednesday 1/9	Introduction to the Course	Review Course Syllabus	GCS-1
THE WAVES OF CHANGE				
2	Monday 1/14	Waves of Change	The Third Wave	CPQ-1
	Wednesday 1/16	Waves of Change	The Inevitable – C1, C3, and C8	CPQ-2 and PAQ-1 GC-1
THE FOUR STEPS TO THE EPIPHANY				
3	Monday 1/21	NO CLASS	None	N/A
	Wednesday 1/23	The Path to Epiphany	The Four Steps to an Epiphany – C1 & C2	CPQ-3 and PAQ-2 GC-2
4	Monday 1/28	It's All About The Customer	The Four Steps to an Epiphany – C3	CPQ-4
	Wednesday 1/30	The Business Model Canvas	Business Model Generation – Section 1 Understanding Business	CPQ-5 and GCS-2 GC-3
MODULE ONE: The Personalization of Experience				
5	Monday 2/4	Waves of Change Lecture	The Inevitable – C7 and C11	CPQ-6
	Wednesday 2/6	Challenge One	Business Model Generation – Section 2 Value Proposition Design – Intro and Section 1	CPQ-7 and PAQ-3
6	Monday 2/11	Group Collaboration	N/A	N/A
	Wednesday 2/13	Group Presentations	N/A	Challenge-1 and GCS-3
MODULE TWO: The Internet of Everything				
7	Monday 2/18	Waves of Change Lecture	The Inevitable – C10	CPQ-8
	Wednesday 2/20	Challenge Two	Blue Ocean Strategy Blue Ocean Shift	CPQ-9 and PAQ-4
8	Monday 2/25	Group Collaboration	N/A	N/A
	Wednesday 2/27	Group Presentations	N/A	Challenge-2 and GCS-4

MODULE THREE: The Decline of Ownership				
9	Monday 3/4	SPRING BREAK		
	Wednesday 3/6	SPRING BREAK		
10	Monday 3/11	Waves of Change Lecture	The Inevitable – C5 and C6	CPQ-10
	Wednesday 3/13	Challenge Three	Crossing the Chasm Inside the Tornado	CPQ-11 and PAQ-5
11	Monday 3/18	Group Collaboration	N/A	N/A
	Wednesday 3/20	Group Presentations	N/A	Challenge-3 and GCS-5
MODULE FOUR: The Transformation of Experience				
12	Monday 3/25	Waves of Change Lecture	The Inevitable – C4, C8, and C9	CPQ-12
	Wednesday 3/27	Challenge Five	The Lean Startup Running Lean	CPQ-13 and PAQ-6
13	Monday 4/1	Group Collaboration	N/A	N/A
	Wednesday 4/3	Group Presentations	N/A	Challenge-4 and GCS-6
MODULE FIVE: Racing with the Machines				
14	Monday 4/8	Waves of Change Lecture	The Inevitable – C2 and C12	CPQ-14
	Wednesday 4/10	Challenge Five	The Startup Way Holding a Cat by the Tail	CPQ-15 and PAQ-7
15	Monday 4/15	Group Collaboration	N/A	N/A
	Wednesday 4/17	Group Presentations	N/A	Challenge-5
CLOSING				
16	Monday 4/22	The Last Lecture	Not All Those Who Wander are Lost	CPQ-16 and PAQ-8 UTE-1

	Wednesday 4/24	STUDY DAY	None	None
17	Tuesday 4/30	FINAL EXAMINATION	None	None
	Thursday 5/2	FINAL GRADES POSTED	None	None
NOTE: 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 five (5) titles, all five of which are currently available from online retailers in print or digital format for less than \$75.00 in total:

- *The Third Wave: An Entrepreneur's Vision of the Future* by Steve Case (2016)
- *Business Model Generation* by Alexander Osterwalder and Yves Pigneur (2010)
- *The Four Steps to the Epiphany: Successful Strategies for Products that Win* by Steve Blank (Fifth Edition – 2013)
- *The Inevitable: Understanding the 12 Technological Forces that Will Shape Our Future* by Kevin Kelly (2016)
- *Value Proposition Design: How to Create Products and Services Customers Want* by Alex Osterwalder et al (2014)

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

- *Blue Ocean Shift Beyond Competing: Proven Steps to Inspire Confidence and Seize New Growth* by W. Chan Kim and Renee Mauborgne (2017)
- *Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant* by W. Chan Kim and Renee Mauborgne (2015)
- *Crossing the Chasm, 3rd Edition: Marketing and Selling Disruptive Products to Mainstream Customers* by Geoffrey A. Moore (2014)
- *Holding a Cat by the Tail: Lessons from an Entrepreneurial Life* by Steve Blank (2014)
- *Inside the Tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets* by Geoffrey A. Moore (2004)
- *Not All Those Who Wander are Lost: Posts from an Entrepreneurial Career* by Steve Blank (2010)
- *Running Lean: Iterate from Plan A to a Plan that Works* by Ash Maurya (2012)
- *The Lean Startup: How Today's Entrepreneurs Use Continuous Improvement to Create Radically Successful Businesses* by Eric Ries (2011)
- *The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture & Drive Long-Term Growth* by Eric Reis (2017)
- *Understanding Business – 12th Edition* by William Nickels (2018)

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:

Points	10,000	9,500	9,000	8,500	8,000	7,500	7,000	6,500	6,000
Grade	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.

AVAILABLE POINTS		
Assignments	Core (Maximum Available Points)	Exploratory (Maximum Available Points)
Challenges	3,750	N/A
Co-curricular Simulation	N/A	2,500
Course Participation Quizzes	1,600	N/A
Course Reflections	N/A	3,000
Entrepreneurial Readings	600	5,400
Final Examination	N/A	1,500
Graded Course Surveys	600	100
Group Competitions	750	N/A
Leadership Multiplier	N/A	750
Personal Resume Submitted to Canvas	100	N/A
Preparation Assessment Quizzes	800	N/A
Risk Quotient	N/A	TBD
<i>Totals:</i>	8,200	13,250

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 challenges, course participation quizzes, graded course surveys, group competitions, preparation assessments quizzes, a required entrepreneurial reading, and submission of your resume 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 five (5) 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:

Group Presentation Ranking	Point Multiplier
1 st	1.3x - Thirty Percent (30.0%)
2 nd	1.2x - Twenty Percent (20.0%)
3 rd	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 scored 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.

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 scored 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.

Resume Submission

You are requested to upload a PDF of your personal resume to Canvas no later than January 31, 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 six (6) different – and optional – elements, including co-curricular simulation, course reflections, entrepreneurial reading, final examination, a leadership multiplier, and a risk quotient as described below.

Due Date	Exploratory Assignment Deadlines			
	Co-curricular Simulation	Course Reflections (Maximum)	Entrepreneurial Reading (Maximum)	Final Examination
January 25 th	Approval			
January 31 st		2	4	
February 28 th		3	4	
March 31 st		3	4	
April 20 th	Completion	2	2	
April 30 th				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 Simulation

Thriving as an entrepreneur requires one to successfully navigate through a seemingly endless series of challenges, with an infinite number of variables that typically have to be processed in real-time. Providing this type of real-world experience in a classroom setting is impracticable. So you will have the option of playing a global massively multiplayer online role-playing game (MMORPG) called '*GoVenture World*'. This must be done entirely outside of the classroom as an individual co-curricular activity.

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

- Notify the designated member of the teaching team that you've decided to participate in the co-curricular simulation no later than January 23, 2019. There will be no exceptions to this requirement.
- Sign-up individually online, and enter the MMORPG, no later than January 31, 2019.
- You will have a maximum of seventy-five (75) calendar days to compete against all of the players in the MMORPG, with the competition period ending at Midnight EDT on April 20, 2019. Please note that the MMORPG includes players from around the world in addition to some number of your peers.
- Your verified 'Business Experience Points' as of the close of the competition will determine the number of course points you will be awarded for the co-curricular simulation. Awarded points will be based on the assignment rubric located in Canvas.

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 reaction to material covered during the course. Excluding any special reflections, the

maximum allowable submission will be two (2) or three (3) reflections in any given month, except April – for which the limitation will be two (2) reflections submitted no later than April 20, 2019. 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 will be available at the Undergraduate Library Reserve desk or other local libraries, and from online retailers or other providers in either print or digital formats:

- *Becoming Facebook: The 10 Challenges that Defined the Company that's Disrupting the World* by Mike Hoefflinger (2017)
- *Behind the Cloud: The Untold Story of How salesforce.com Went from Idea to Billion-dollar Company – and Revolutionized an Industry* by March Benioff (2009)
- *Burn the Business Plan: What Great Entrepreneurs Really Do* by Carl Schramm (2018)
- *Delivering Happiness: A Path to Profits, Passion, and Purpose* by Tony Hsieh (2010)
- *Don't Dumb Down Your Greatness: A Young Entrepreneur's Guide to Thinking and Being Great* by Anthony Frasier (2016)
- *Hit Refresh: The Quest to Rediscover Microsoft's Soul and Imagine a Better Future for Everyone* by Satya Nadella (2017)
- *How to Turn Down a Billion Dollars: The Snapchat Story* by Billy Gallagher (2018)
- *Joy, Inc.: How We Built a Workplace People Love* by Richard Sheridan (2013)
- *Scaling Lean: Mastering the Key Metrics for Startup Growth* by Ash Maurya (2016)
- *Straight Talk for Startups: 100 Insider Rules for Beating the Odds* by Randy Komisar and Jantoon Reigersman (2018)
- *Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations* by Thomas Friedman (2016)
- *The Founder's Dilemmas: Anticipating and Avoiding the Pitfalls that Can Sink a Startup* by Noam Wasserman (2012)
- *The Power of Broke: How Empty Pockets, a Tight Budget, and a Hunger for Success Can become Your Greatest Competitive Advantage* by Daymond John (2016)
- *The Upstarts: How Uber, AirBnB, and the Killer Companies of the New Silicon Valley are Changing the World* by Brad Stone (2017)
- *Valley of Genius: The Uncensored History of Silicon Valley* by Adam Fisher (2018)

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 a single paper due prior to April 20, 2018.
- 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 on April 30, 2019.

Leadership Multiplier

A Group Leader can be selected for each randomly assigned group for any one of the five (5) 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 five (5) 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

(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.

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.

Attendance will be recorded in Canvas at the beginning of each scheduled session. Should circumstances beyond

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.

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

instructor 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 in SI 460 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.

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