Course Syllabus
wayne.smith@csun.edu
[updated: Monday, January 23, 2023]

Course: *MGT 340*
Title: Management of Emerging Technologies (3 units)

"Education is what remains after one has forgotten everything he learned in school."
---Albert Einstein (1879-1955)

Program: Bachelors of Science, Management
Entrepreneurship majors and minors
Other Business and Economics majors
Other University majors
College: CSUN Nazarian College of Business and Economics

Semester: Spring, 2023
Class: 20681
Day/Time: Mon/Wed 2:00pm - 3:15pm
(Mon 1/23 - Wed 5/10, 16 weeks)
Location: BB1230
Delivery Format: traditional
Lead Student: Wayne Smith, Ph.D.
Office Room: BB4225
Office Hours: Mon/Wed 3:15pm – 3:45pm (and by appointment)
Office Phone: +1 818.677.4524
Email: wayne.smith@csun.edu (Subject Line = "[CSUN MGT340]")
Public Web: https://ocw.smithw.org/2023spring/mgt340-20681/
Private LMS: https://canvas.csun.edu/
Tentative Exams: *Midterm* (Mon., Mar 13), *Final* (Wed. May 15)

Required Materials (Bookstore):
1.   Schilling, M. (2020) *Strategic Management of Technological Innovation* (6th ed.), McGraw-Hill (ISBN 978-1-260-56579-9).

2.   Two (2) "Scantron Form 882" (50 questions each side)

Required Materials (non-Bookstore):
1.   Library Materials—the URL is on the course web page

Recommended Materials:
1.   Hacker, D., and Sommers, N. (2021) *A Writer's Reference* (10th ed.), Bedford/St. Martin's, Boston:MA. ISBN-13 978-1319332935

2.   Wall Street Journal (20-30 minutes daily, in printed or online form)

[https://libguides.csun.edu/news/WSJ]

You must bring your required materials, including any instructor-supplied name tag or desk tent card, with you to each class.

Course Description:
This Management of Emerging Technologies course takes an exciting twist to the traditional management of technology course and allows students to explore how firms can develop innovations, create value, gain a competitive advantage, and generate revenue from the latest emerging technologies. This course is designed to provide a fundamental understanding of the management of technology and innovation concepts and models and then links this to current emerging technologies and their potential. Emerging technologies will be updated on an annual basis.

Topics covered include how innovations develop, diffusion S-curves from both technology and market adoption perspectives, how industry dynamics influence the success of innovations, and the formulation and implementation of a technological innovation strategy. As future managers of firms that utilize technology (most firms do these days), understanding how new technology and innovation align with and enable firm strategy is extremely important.

Attendance in class is required. This course is designed on a traditional university schedule. This course requires, at a minimum, three times the number of hours per week outside of class as the number of hours in class.

Also, students who wish to add must attend each class and submit all assigned work.

Course Prerequisites:
(none)

Learning Objectives:
The major learning objectives of this course are to help you to:

- Comprehend, identify, and apply concepts and theories of management of technology and innovation to real-life examples.
- Ability to conduct relevant research on emerging technologies, industries, and firms.
- Develop communication, problem solving and critical thinking skills
- Improve skills in the area of management communication, including oral and written communication.

Pedagogical Approach:
The course will use a variety of approaches including lectures, videos, class discussions, assignments, analyses of business news and cases, and in-class, experiential exercises, including extemporaneous debate.

Learning Rhythms and Patterns:
I tend neither to read nor summarize the required reading materials in class. I tend to offer clarifications, differences of perspectives, or explorations of the core material. Additionally, I tend not to use a large number of presentation slides, much less post them online. Students must allocate sufficient out-of-class time to do the required reading in order to participate in class and ask substantive questions as necessary. Students will need to have mastered necessary skills in reading comprehension, retention, and recall. Each class session will generally begin with an opportunity to ask questions regarding the required reading materials or lecture topics from the previous class session. Each class session is generally oriented around one or two learning themes. The textbook materials support the core ideas of those themes, the peer-reviewed and other materials support key theories and models of those themes, and the non-peer-reviewed and other materials support key ideas in practice or working examples.

Examinations:
There will be two examinations (a mid-term and a final) scheduled in advance. I may give cumulative exams, although I usually exclude specific material. The final exam will cover the chapters covered in class as well as in-class discussions and other non-textbook materials. Due to time constraints, we will not be able to cover each and every aspect of the textbook readings or other readings for class. Nonetheless, you are responsible for all the material (i.e., it is "fair game" for the exam) unless explicitly directed otherwise by the instructor. No make-up exams will be given without a signed note from a medical doctor or public safety agency.

Assignments:
There will be a few individual assignments, and at least two team-based assignments. The assignments will be described in advance and will be available on the course website.

Assignments and reports announced in class may consist of self-assessments, case analyses, or short write-ups. Assignments and reports are due promptly at the beginning of class. Assignments and reports not submitted promptly at the beginning of class (I will make a "last call" announcement) are assessed an immediate 50% point penalty. No assignments or reports will be accepted after the end of the class session without a signed note from a medical doctor or public safety agency. Therefore, if you fear you might miss class or might not be able to turn in your assignment on time, you may give it to another student to turn in on the correct day and at the correct time. Assignments and reports will be generally graded on straightforward point scheme ("scoring rubric") enumerated within each assignment. In addition, the writing requirements will be scored for each assignment and report as well (in general, I take off 10% for each error in language use and composition).

Be sure to collect your scored exams, assignments and reports (in other words, anything you turn in) and retain them in your records.

Exercises:

There may be one or more exercises in the course. Some exercises are completed in-class, and some are completed out-of-class. Exercises will always be due in-class.

There will be at least two exercises. The exercises are similar to "pop quizzes" that you may be familiar with in other classes; you will need to keep up with the reading, classwork, and assignments. Additionally, please bring standard 8.5 x 11 notebook paper, and a blue pen or black pen with you to class each day.

Participation:
I occasionally ask for volunteers in class. I often provide "Engagement and Commitment" (aka "participation") points to students for this effort. Additionally, if I call on you and you are either absent or not prepared, you will lose such points. You can also lose such points in other ways, such as not picking up scored/graded assignments and reports. There is extrinsic and intrinsic value to volunteering in class and being prepared for class.

Grading System:
The contribution of each component to the final grades will be based on the following breakdown:

Component	Relative Weight
Engagement and Commitment	16%
Exercises	28%
Assignments	28%
Exams	28%

Weights within the "Engagement and Commitment" (i.e., "Participation")," "Exercises," "Assignments," and "Exams" components are distributed evenly. The Department of Management strives for some uniformity in final letter grading distributions. Therefore, students are ranked in class by weighted points. Letter grades are not assigned to any quiz, exam, assignment, or report. For each exam, I will provide not only the mean and standard deviation, but also the relevant letter grade percentiles as well. These percentiles can be used as a guide as to help assess your relative performance in class. Each student has the same opportunity to earn high marks. Students should study diligently and strive for high marks on a persistent basis. All of your work matters. There is no "non-important" work in this class.

Grades will be assigned with plus/minus suffixes.

I have minor hearing loss in my right ear. If you wish to speak, please raise your hand and wait until I call on you. It helps me to be able to see you before you begin your question. Thank you in advance. All audio or video recording of class is prohibited.

Classroom Disruptions:
Please ensure that the audio portion ("ringtone") of your cell phone is off during class. No interaction with your cell phone, including texting, is permitted during class. If you

wish to use a computer in class to take notes, you must sit as far forward in the class as possible (usually in the first row of the room).

Academic Integrity:
Any cheating in or out of class will result in a failed exam, an "F" in the course, and a letter the Associate Vice-President of Student Affairs recommending that the student be expelled from the University. Additional classroom behavior requirements for this class are listed at:

```
http://ocw.smithw.org/general/behavior.pdf
```

At the start of the semester:
My class roster identifies students by name, CSUN ID, class level, and major. On the first day of class, I know very little about each student. However, I have found that some students benefit by visiting me in my office during scheduled office hours at least once very early in the course. Please do let me know if you fall into one of the following categories:

Differently-abled students. The textbook for this course is available in electronic form for students who are registered with the CSUN Center on Disabilities. Further, all materials in this course have been designed to be accessible as possible to those with visual, aural, motor, and cognitive impairments. If there are additional needs, please let me know as soon as possible.

Military service. If you are either currently in the active service, reserves, or ROTC, or will be attending OCS soon, please let me know. In particular, I want to ensure that the class schedule doesn't conflict your service schedule. I also would like student veterans to self-identify themselves to me as well. Veterans have unique experiences and can make important contributions to a management class.

Student athletes. I try to attend at least one game or meet for each student athlete, even if your sport is in a future semester. Again, you will need to self-identify yourself to me.

International students. Managing expectations is difficult; managing expectations regarding higher education and culture is *extraordinarily* difficult. Please see me as soon as possible if you do not completely understand any aspect of this course, including writing and grading standards.

At the end of the semester:
I do not discuss any aspect of scores or grades via email after the last class session. I don't discuss any aspect of scores or grades after final grades have been posted to SOLAR.

Students who earn an "A" or "B" may request a written letter of recommendation from me. If such a letter is desired, please try to ask me before the end of the following semester. A request for a letter of recommendation begins and ends with a discussion in my office during office hours.

Acknowledgements: