ARCH 328: Entrepreneurial Practices

Panelite Microhaus

3 Units

Course Description

This seminar focuses on the entrepreneurial creation of innovative architectural products that advance the utility, beauty, health, and safety of the built environment. Lagging behind the vehicular and medical industries, the field of architecture is ready for new technologies that can be informed by biomimicry, smart materials, nano-technology, digital controls, artificial intelligence and more. Students will analyze the artistic, technological, and entrepreneurial factors and address the conceptual, ethical, and logistical issues that are involved in entrepreneurship in architecture and inventive technologies.

Learning Objectives

The course aims to encourage students to:

• Be able to develop a business plan for an architectural product/service related business

• Apply understanding of how an architectural product or service based business might operate differently than another business, due to the goals of creating this product or service, the length of time it takes to develop products, the potential health and safety concerns, the level of testing required, the potential difficulties of making sure that it works with the current building code or will be accepted into the building code, etc. to students assignments and final business plan.
• Be able to demonstrate understanding of the specifics of research and development that go into developing new architectural products by including in class assignments and final business plan.

• Demonstrate understanding of the main components of a business plan by constructing a business plan for an architectural product/service related business over the course of the semester.

• Demonstrate understanding of the specific logistics of bringing an architecture related product or service to market by including in class assignments and the final business plan.

• Demonstrate understanding of how to prepare key financial statements included in a business development plan by including in class assignments and the final business plan.

• Demonstrate understanding of how to determine feasibility of new ideas for architectural products or services by including in class assignments and the final business plan.

• Actively participate in and lead discussions.

Prerequisite(s):
None

Co-Requisite(s):
None

Concurrent Enrollment:
None

Recommended Preparation:
ARCH 318: Experimental Futures

Course Notes
[Course Notes include important information on the course that will not appear elsewhere in the syllabus. This may include the style of the course/teaching, such as flipped, case-based, project-based, etc.]

Communication
[Communication and Technology Policies differ from university policies in that they are course-specific and set by each instructor. Common course-specific policies the instructor will need to create cover communication, in-class work, late work, and technology.]

Technological Proficiency and Hardware/Software Required
As courses are being held virtually, due to the Coronavirus, students will be expected to have access to some sort of internet enabled device that will allow communication and exchange via the classes platforms.

Blackboard: Blackboard will be the main platform for turning in assignments and accessing resources.
 USC Technology Rental Program
If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please submit an USC Technology Rental Program Application.

USC Technology Support Links
Blackboard help for students
Software available to USC Campus

Required Materials

Optional Materials

Description and Assessment of Assignments

1. Attendance and Participation: 10%
   Students are responsible for either attending each lecture, or watching the lecture asynchronously. Students will be expected to participate in in-class discussions. Students should come to class prepared to discuss the readings. For those students who are attending asynchronously because they are living in a different time zone, please inform your CA and other accommodations will be made for participation and discussion.

2. Assignments: 75%
   There will be three main assignments throughout the semester:
   1. Initial Idea and Creation of Initial Business Plan
      Students will come up with an initial idea for an architecturally related service or product that will become the core of their business. This product should be targeted to positively impact the built environment in some way. Students will do initial research on whether this product or service already exists within the architectural/building/design industries, research competing products, and study the feasibility of this product or service. Once students have decided on this product or service, they will produce an initial business plan for this service/product.
   2. Finalized Business Plan and Seeking Resources
      Students will continue to develop their business plan, including detailed financial projections of potential profit and what costs will be required to launch their product or service. They will also determine what resources they would need to launch their business — these resources could be financial, physical (plant for manufacturing product), or human (staff, partners, mentors, etc.) They will do research on how to position their product or service within the existing range of architectural products and services.
   3. Actualization of Operations and Product/Service Launch
      Students will determine what assets they would need to launch their architectural product or service. They should research how they might get their product manufactured or how they might hire enough experienced staff members to properly offer their services. This will relate back to their business plan, which should delineate these needs. Students will then determine what kind of marketing, advertising, and/or promotion would best support their product launch and reach their intended target
market. This marketing plan should be directly tailored to architectural products.

3. **Final Examination: 15%**
   Students will revise their business plan from Assignments 1 & 2 to accommodate any changes to the business plan or any critiques received on the business plan. Students will use their revised final business plan for their architectural product or service to produce a plan for the future of their company and a plan for how to reach those goals, be they continued growth and expansion, development of new architectural products or services, or harvesting.

**Participation**
Students will be required to participate in group discussions, critiques, and presentations. Continual failure to participate will result in a deduction to participation grade.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td>Projects</td>
<td>75%</td>
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<tr>
<td>Final Examination</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

**Grading Scale**
Course final grades will be determined using the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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Course-specific Policies (Assignment Submission, Grading Timeline, Late work, and Technology)

Assignment Submission
Assignments will be submitted through Blackboard.

Grading Timeline

Late work
Late submission of assignments will result in a deduction of at least one letter grade. Unexcused absences on exam days can lead to a student receiving a “0” for that assignment.

Technology in the classroom

Academic integrity
Please see USC Statement on Academic Conduct and Support Systems

Attendance
The class is only as good as the thoughts discussed by the people there to discuss them. We are a small group. We should care about the experience of the other students each week as much as our own interests. Therefore, it is important that students come to every class on time and participate.

This class follows the School of Architecture Attendance Guideline, posted on Blackboard and at: http://arch.usc.edu/sites/default/files/info/faculty/soa_attendance_guideline.pdf.

Summary: One absence will not affect grade, but more than one absence or more than two tardies will begin to inform final grade for course.

Classroom norms

Establishing a safe space and a space of respect:
• This course, and its lectures and meetings, is a space of empathy and safety.

• This course, and its lectures and meetings, is also a space where diverse thoughts and feelings are valid and should be respected.

• This course, and its lectures and meetings, is a space to explore diverse texts, places, events, and ideas that might sometimes feel uncomfortable for us to discuss. We want this to be a supportive environment where we can explore difficult problems together.

• There is a limit to all of our knowledge (students, faculty, and CAs included). We’re all going to make mistakes, especially regarding cultures and ideas that are less familiar to us, and that’s okay; we’re all here to learn from each other.
• We should be willing to acknowledge that there are limits to our knowledge that may express unintended biases. We should endeavor to learn from others in an effort to widen our knowledge and empathy.

• We should be respectful and patient with one another (and with ourselves) through this learning process.

Sharing of course materials outside of the learning environment
SCampus Section 11.12(B)
Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Course evaluation
Course evaluations occur at the midterm point in the course and at the end of the course. It is important to fill out these course evaluations to give a review of the students’ experience in the class.

Course Schedule: A Weekly Breakdown

**Required Texts:** Weekly Readings Posted on Blackboard (See Schedule)

Table 2 Course schedule: weekly breakdown

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Lecture: Introduction to Class and “What is Entrepreneurship in Architecture?”</td>
<td>Assigned readings from Blackboard</td>
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<tr>
<td>Jan. 10-14</td>
<td></td>
<td></td>
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<tr>
<td>Week</td>
<td>Topics/Daily Activities</td>
<td>Readings and Homework</td>
<td>Assignment Dates</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Jan. 17-21</strong></td>
<td>Lecture: Introduction and &quot;How To&quot; of Assignment 1 - Initial Idea and Creation of Initial Business Plan for an Architectural Product or Service</td>
<td>Assigned readings from Blackboard</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Jan. 24-28</strong></td>
<td>Lecture: How to Come Up with and Access Ideas</td>
<td>Assigned readings from Blackboard</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Jan. 31-Feb. 4</strong></td>
<td>Lecture: Case Study 1: Knoll — Furniture and Interiors</td>
<td>Assigned readings from Blackboard</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Feb. 7-11</strong></td>
<td>Lecture: Case Study 2: Panelite — Architectural Products</td>
<td>Assigned readings from Blackboard</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Feb. 14-18</strong></td>
<td>Lecture: Introduction and &quot;How To&quot; of Assignment 2 - Finalized Business Plan and Seeking Resources Plan for Architectural Product or Service</td>
<td>Assigned readings from Blackboard</td>
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<td><strong>Week 7</strong></td>
<td><strong>Feb. 21-25</strong></td>
<td>Lecture: Case Study 3: Plant Prefab — Prefab Company</td>
<td>Assigned readings from Blackboard</td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Feb. 28-Mar. 4</strong></td>
<td>Lecture: The Entrepreneurial Mindset</td>
<td>Assigned readings from Blackboard</td>
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<td><strong>Week 9</strong></td>
<td><strong>Mar. 7-11</strong></td>
<td>Lecture: Case Study 4: Ikon — 3D Printed Homes</td>
<td>Assigned readings from Blackboard</td>
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<td><strong>Week 10</strong></td>
<td><strong>Mar. 14-18</strong></td>
<td>Spring Recess - No Class</td>
<td>Assigned readings from Blackboard</td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Mar. 21-25</strong></td>
<td>Lecture: Introduction and &quot;How To&quot; of Assignment 3 - Actualization of Operations and Product/Service Launch</td>
<td>Assigned readings from Blackboard</td>
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<tr>
<td>Week</td>
<td>Topics/Daily Activities</td>
<td>Readings and Homework</td>
<td>Assignment Dates</td>
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<td>Week 12</td>
<td>Lecture: Case Study 5: Zahner</td>
<td>Assigned readings from Blackboard</td>
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<td>Mar. 28-Apr. 1</td>
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<td>Week 13</td>
<td>Lecture: Traditional service-based business vs. product-based business vs. service-related business</td>
<td>Assigned readings from Blackboard</td>
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<td>Apr. 4-8</td>
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<td>Week 14</td>
<td>Lecture: Case Study 6: DOSU Studio</td>
<td>Assigned readings from Blackboard</td>
<td>Prepare for Assignment #3</td>
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<td>Apr. 11-15</td>
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<td>Week 15</td>
<td>Lecture: Introduction and &quot;How To&quot; of Final Assignment — Plan for Future of Your Business</td>
<td>Assigned readings from Blackboard</td>
<td>Assignment #3 Due</td>
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<td>Apr. 18-22</td>
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<tr>
<td>Week 16</td>
<td>Lecture: Storytelling, Pitching Your Ideas, and Presentation Skills</td>
<td>Assigned readings from Blackboard</td>
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<td>Apr. 25-29</td>
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Sample Bibliography:


Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710 campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.