HUB XC433 D1—THE BU CROSS-COLLEGE CHALLENGE

Project: Social Equity and Marketing in the Cannabis Industry

Instructors:

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Office Hours: After class and by appointment

Time: Thursday from 9:30am to 12:15pm

Location: CAS 223

Course Description: The Cross-College Challenge (XCC) offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real- world problems. Students learn and develop collaboration, communication, problem-solving and leadership skills. Following an interdisciplinary approach, students are assigned to a diverse project team where they will conduct significant research and address a substantial, compelling challenge. In collaboration with community partners, student teams work on issues in areas such as technology, social impact, education, sustainability, arts communication, or explore enduring human questions such as inequality, social justice and human creativity.

Project Description: This project intends to have teams work with the leadership of cannabis industry organizations in Massachusetts as they seek to promote entrepreneurial interests among social equity applicants. Teams will design and develop marketing plans and materials for approved applicants. As part of this course, XCC student teams will conduct market research, develop strategies, and offer creative solutions around what those clients can do to generate awareness for those new businesses.

The course will use a combination of in-class exercises, real world examples, cases, lectures, and guest speakers to provide students the knowledge to understand financial literacy and develop a marketing plan.

Project Partner: Cannabis Control Commission.

Learning Outcomes: This course will meet the following learning outcomes in four BU Hub units:

1. Creativity/Innovation [CI]

As teams work on their projects and address specific challenges throughout the semester:

- Students learn creativity as an iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. They will be able to identify individual and institutional factors that promote and inhibit creativity.
- Students engage in creative activity by conceiving and executing original work as part of their team.

2. Oral and/or Signed Communication [OSC]

In communicating with team members, community partners and other constituents related to the project, and through their final team project presentations:
- Students will craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.
- Students will interact, attend and respond thoughtfully to others.
- Students will be able to speak/sign effectively in situations ranging

3. Research and Information Literacy [RIL]

By engaging in substantial research to complete their projects, and following an iterative process for creating a project proposal, completing interim assignments and a final report:

- Students search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
- Students understand the overall research process and its component parts, formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

For some teams, the fruits of research will yield new approaches to enduring questions, or new artistic expressions, or fresh arguments.

4. Teamwork/Collaboration [TC]

Students are assigned to a team and receive explicit training in teamwork. Through this sustained collaboration on the project, and through the completion of a team contract and project plan:

- Students will learn the characteristics of a well-functioning team.
- Students will engage the tools and strategies for working successfully on a diverse team, including assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

Assignments and Evaluation: The course is designed around a 100-point scale. As a result, for each graded assignment, you will receive a number grade and a letter grade. At the end of the semester, we will total your points out of 100, and this will be your course grade. The percentages of those 100 points are:

Team Contract	05%
Project Proposal	10%
Open and Closed Peer Review	10%
Final Report or Deliverable	30%
Concluding Oral Presentations	20%
Reflection Questionnaire	10%
Class Participation (individual presentation)	15%
Total:	**100%**

1. Project Proposal
A project proposal is a concise and coherent summary of a proposed project that represents the basic plan of how students expect to accomplish the goals of the project.

2. Team Contract
Through this course, students will receive explicit training in teaming. Each team will create a team contract which will discuss your strategies of working successfully with a diverse group, assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

3. Preliminary Bibliography
Researchers create evaluative/annotated bibliographies in order to understand better the sources they have and to organize how they can use the sources in their writing. Researchers also create bibliographies in order to discover any patterns or shared themes across research sources.

4. Open and Closed Peer Teaming Reviews (due at different times throughout the semester)
The Team Learning Assistant software platform will be utilized to allow team members to give performance feedback to all team members

5. Final Report and/or Other Final Deliverables
For the final deliverable for this project students will develop a well-researched, plan on what steps can be taken to assist the client with their requested deliverables

6. Concluding Oral Presentation to the Client
For the concluding oral presentation, students are required to use either PowerPoint, Adobe Spark, or Prezi for the presentation. The presentation will be a team presentation. Then, a question-and-answer period will follow, and the team will respond to questions about the project.

7. Reflection:
This assignment offers students the opportunity to reflect on their learning experiences and progress during this course. More details on this assignment will be given as it gets closer. Each student should plan to keep notes about their experiences as they move through

the course.

8. Class Participation: With a small class, we prefer a relaxed, discussion-oriented class. Since the learning process includes your ideas, we consider this a crucial part of our learning process. Be certain to read all assignments before class so that you can be ready to discuss them. We award credit for students who bring valuable contributions and who are actively involved and engaged in our discussions.

Readings and Resources

1. Use of the Team Learning Assistant (TLA)

We will use the Team Learning Assistant (TLA) software for collaborating on teamwork. Students will receive instructions on how to use the TLA when Questrom faculty visit the class. The link to the TLA is on our Questrom Tools site.

2. Use of Questrom Tools

We will use Questrom Tools https://questromtools.bu.edu/ (this is similar to Blackboard) as our course website. It will include links to the different resources and tools that we will be using in this course and any other relevant instructional materials. Important course related announcements and information will also be communicated via Questrom Tools. It is important to check the course website regularly.

3. Use of Research Guides

Our BU library consultant is developing a research guide for the course. Students will receive instructions on how to access that guide during the class visit from the library. The link to the research guide will be on Questrom Tools.

4. Assigned Readings

All project-specific readings and research materials will be posted on Questrom Tools. In addition, selected readings from the following textbooks on design, oral presentation, and teamwork are also included in the PDF format on Questrom Tools:

- Sandra Deacon Carr et al., *The Team Learning Assistant Workbook*
- *Designer's Workbook*
- There will be additional assigned readings, some of which you will need to purchase.

Course Expectations and Academic Conduct

1. **Attendance:** This course has a mandatory attendance policy. Moreover, promptness and preparation are expected. If it is absolutely needed, each of you, however, is granted one absence without penalty. You must notify the instructors and your team in advance.

2. **Expectations:** This is a student-centered course, primarily organized around project-based learning. Students aren't expected to be experts in their project area; instead all team members are expected to use the project as a learning opportunity to address a substantial problem and produce a tangible product (paper and presentation) over the course of one semester. As a result, to be successful, students must come each week prepared to initiate and engage in their own learning.

3. **Deadlines:** Students are expected to meet all course and client deadlines.

4. **Course Members' Responsibility for Ensuring a Positive Learning Environment:** All students are responsible for creating a positive learning environment. In this course, much of that responsibility will be met through participation in class as well as in your teams. The quality of your commentary matters more than the quantity; however, make an effort to contribute regularly during the semester. While we are aware that there are different learning styles and levels of comfort speaking in class and we want to honor those differences, it is still important to practice entering the conversations and voicing your thoughts in our class discussions. If you are having difficulty speaking in class, make an appointment to see one of us to talk about strategies to increase your participation. By contrast, if speaking in class comes easily to you, be aware of permitting other voices to be heard. In responding (or reacting) to classmates' comments and work, please also be aware of your own unconscious bias or blind spots. In general, then, we expect students to maintain the highest standards of civility and respect for one another in the classroom and for all guest speakers.

5. **Academic Integrity:** All XCC students are expected to read and comply with Boston University's Universal Academic Conduct Code. It is found here: http://www.bu.edu/academics/resources/academic-conduct-code/. Please note the following, which are of particular relevance to the XCC:

   Plagiarism: the presentation of another's work as your own, even by mistake -- is a violation of BU's Academic Conduct Code. Plagiarism may result in failing this course and possible additional penalties.

   Rules governing teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

If you have any questions, consult the professors.

Schedule of Meetings

WEEK	DATE	TOPICS	LECTURES and READINGS	PROJECT ACTIVITY / ASSIGNMENTS
1	Thurs 1/28	Course Intro Project Partner Meeting	Discussion of Course and Syllabus ======= Meet with the project partner: Cannabis Control Commission	Introduction Prepare for interview with the project partner Initial research based on client presentation of project scope
2	Thurs 2/4	Project Content Teamwork/ Collaboration	Social Equity I Read: Michelle Alexander, *The New Jim Crow*: Chapter 2 "The Lockdown" ======= Teaming Experts: Lauren Keches and Nadja Arifovic Questrom School of Business	Introduction to Teamwork: First steps and team contract development Team pairs present initial research
3	Thurs 2/11	Project Content Research and Information Literacy	Marketing I - Introduction ======= Social Equity II Read: Clark Davis, Joshua, "The business of getting high: head shops, countercultural capitalism, and the marijuana legalization movement", *Sixties: A Journal of History, Politics & Culture*, January 2015 8(1), 27-49. Read: https://www.bizjournals.com/boston/news/2020/10/23/an-industry-grows-a-look-back-on-four-years-of-re.html ======= Research Expert: Kathleen Berger Assistant Head of Information Services, Pardee Library	**First draft of Team Contract due on Monday 2/15 by 11:45pm** In Class Map Activity: Understanding Marijuana Demographics and Politics Today

4	Thurs 2/18	Project Content Teamwork/ Collaboration	Research Expert: Professor Ian Mashiter Senior Lecturer, Strategy and Innovation ======= Marketing II - Research ======= Teaming Experts: Lauren Keches and Nadja Arifovic	Designing an interview script Teams meet with Lauren and Nadja for feedback on Team Contract draft
5	Thurs 2/25	Project Content	Marketing III - Buyer Behavior & Segmentation ======= Guest Expert: Dan Adams (*Boston Globe*)	**Revised Team Contract due on Monday 2/22 by 11:45pm**
6	Thurs 3/4	Project Content Research and Information Literacy	Guest Expert: Jay Wexler/Adam Fine ======= NVivo Expert: David DeCamp Education Techologist, DL&I	**Interview Script due on Monday 3/1 by 11:45pm** Feedback on Interview script Qualitative data analysis techniques and tools
7	Thurs 3/11	Project Content Teamwork/ Collaboration	Marketing IV – Promotion ======= Guest Expert: Social Equity License Holders: Josh Gold/Shanel Lindsay/Tito Jackson ($)	**Social Media Listening due on Monday 3/8 by 11:45pm**

8	Thurs 3/18	Faculty check-in/ **Presentation Workshop (Assign Individual Presentations)**	Teaming Experts: Lauren Keches Nadja Arifovic ======= Discussion with the project partner	**Project proposal due on Monday 3/15 by 11:45pm** Faculty feedback on the project proposal Teams Meet with Teaming Experts for mid-semester evaluation. **Peer feedback in TLA due on Monday 3/17 by 11:45pm** Check-in with the project partner
9	Thurs 3/25	Faculty check-in	Guest Expert: Dan Adams ======= Team Project time	Team Project time **Individual Presentations Due: PPT**
10	Thurs 4/1	Faculty Check-in	Team Project time	Team Project time
11	Thurs 4/8	Faculty Check-in	Team Project time	Team Project time
12	Thurs 4/15	Faculty Check-in	Team Project time	Team Project time
13	Thurs 4/22	Faculty Check-in	Rehearsal of presentation for the final project	Team Project time
14	Thurs 4/29	Final Deliverables Course Wrap Up	Presentation of Final Project Debriefing & Course Wrap Up	Final project deliverable **due on Monday 4/26 by 11:45pm** Final presentation to the community-partner

14	Mon 5/3	Final Peer Evaluation	4	**Submit Final Peer Evaluation in TLA by 5/3 11:45pm**
		Reflection Exercise		**Submit Final Reflection by 5/3 by 11:45pm**
				If Peer Evaluation not completed on time, student will lose 10 points off final project grade