

# USC Iovine and Young Academy

*Arts, Technology and the Business  
of Innovation*

## **IDSN 545: Integrative Project Lab**

**Units:** 2.0

**Office:** Online

**Office Hours:** By Appointment

### **Course Description**

IDSN-545 Integrative Project is a project-based course that uses human-centered design methodologies to identify and explore a specific problem space or context in small, diverse teams. The course is faculty-mentored and requires students to apply parallel learning and discovery from the core courses in the program. Through successful completion of this course, students will deliver a tangible project and simultaneously secure deeper conceptual and practical understanding, as well as develop their applied competencies at the intersection of design, business, and technology. Students are required to complete at least one integrative project during the degree program.

### **Learning Objectives**

Students in this course will demonstrate progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior and current semesters. Upon completing this course, students will be able to:

- Apply their accumulated knowledge through a deep-dive, hands-on exploration of three of the four core themes in the program.
- Develop proficiency through practice, in challenges of increasing scope and complexity.
- Build and communicate effectively within multidisciplinary, multi-perspective teams.

### **Recommended Concurrent Enrollment:**

IDSN-540 Processes & Perspectives, or IDSN-550 Opportunity & Uncertainty, or IDSN-560 Narrative & Storytelling, or IDSN-570 Decisions & Solutions.

### **Course Notes**

This course will be conducted online, using a combination of synchronous and asynchronous methods.

### **Technological Proficiency and Hardware/Software Required**

Students must provide their own laptop. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video; communicating using video conferencing applications; and creating and storing large multimedia files.

	Apple	Windows PC
Laptop (Minimum Standards)	<ul style="list-style-type: none"> <li>• 2.6 GHz dual-core Intel Core i5 or 2.0 GHz quad-core Intel Core i7</li> <li>• Minimum 13-inch display</li> <li>• 250 GB hard drive or larger</li> <li>• 8 GB memory; 16 GB memory recommended</li> </ul>	<ul style="list-style-type: none"> <li>• Intel Core i5 or Intel Core i7</li> <li>• Minimum 14-inch display</li> <li>• 250 GB hard drive or larger</li> <li>• 8 GB memory; 16 GB memory recommended</li> </ul>
Warranty	<ul style="list-style-type: none"> <li>• Manufacturer warranty or extended warranty coverage (AppleCare)</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturer warranty or extended warranty coverage</li> </ul>
Operating System	<ul style="list-style-type: none"> <li>• Max OSX or higher</li> </ul>	<ul style="list-style-type: none"> <li>• Windows 7, 8, 10, or higher</li> </ul>
Peripherals	<ul style="list-style-type: none"> <li>• HD webcam, speakers, and microphone (most newer laptops have built-in webcam, speakers, and microphone)</li> <li>• Headset</li> <li>• Digital camera (cameras on newer smartphones are acceptable)</li> <li>• External drive for cloud account for backup and storage</li> </ul>	
Software	<ul style="list-style-type: none"> <li>• Adobe Creative Cloud (Photoshop, Dreamweaver, Illustrator, and Acrobat)</li> <li>• Microsoft Office Suite</li> <li>• Sophos Endpoint Security (antivirus)</li> <li>• Browser: Most recent version of Internet Explorer, Firefox, Chrome, or Safari</li> </ul>	
Network	<ul style="list-style-type: none"> <li>• Cable modem, DSL, T1/T3 or higher</li> </ul>	

### Required Readings and Supplementary Materials

Required reading will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of available outlets; in all instances, the material will be delivered via computer. Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion). Lectures, readings, and viewings will be supplemented with current articles and audio/video content.

### Academy Student Attendance Policy

The Academy maintains rigorous academic standards for its students, and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not

waste excused absences on noncritical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by one third of a grade (e.g., an A will be lowered to A-, an A- will be lowered to B+).

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam, or presentation days. Using an excused absence for a quiz, exam, or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

### Grading Breakdown

Assignments	Points	Weight
Executive Summary (Project Pitch)	25	2.5%
Revised Executive Summary	30	3%
Mind Map	50	5%
Initial Research and Bibliography	50	5%
User Research	60	6%
Research Insights	50	5%
Problem and Solution plus 3 Features Presentation	75	7.5%
Team-Defined Deliverable	50	5%
Deliverable, Milestones and Gantt Chart	50	5%
Weekly Check-Ins	10 x 6	6%
User Feedback	50	5%
Final Presentation	150	15%
Handoff Document	50	5%
Final Project Assessment	250	25%
<b>Total</b>	<b>1000</b>	<b>100%</b>

## **Assignment Submission Policy**

All assignments and labs must be delivered by the date and time (**Pacific Time**) that deliverable is listed as due per instructor guidelines. The instructor(s) will provide due dates for all assignments and deliverables during the first live session of the class. Late assignments will be subject to the late submission policy indicated below.

**\*All assignments, no matter how late, must be completed in order to pass this class.**

## **Late Submissions**

Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the below are the extensions.

- Submission in the 24 hours after the deadline: 10% deduction
- Submission between 24 and 48 hours after the deadline: 20% deduction
- Submission between 48 hours and 3 days after the deadline: 50% deduction
- Submission more than 3 days will receive NO credit

*Keep copies of all your files and emails until the end of the semester.*

## **Correcting a Grading Error or Disputing a Grade**

If you don't inform the instructor of missing or incorrect grades within two weeks of those grades being posted, the grades will be assumed correct. Do not wait until the semester's end to check or appeal any grades. If you feel a grade merits reevaluation, you are encouraged, within one week of the instructor providing a grade and initial feedback, to send the instructor a memo in which you request reconsideration. The memo should include a thoughtful and professional explanation of your concerns. Be aware that the reevaluation process can result in three types of grade adjustments: positive, none, or negative.

Note: Complaints on the date of a graded assignment's return to you will not be addressed; it is essential to wait one full day prior to raising a concern.

## **Additional Policies**

**Class notes policy:** Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other noncommercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relation to the class, whether obtained in class, via e-mail or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline

and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

**No recording and copyright notice:** No student may record any lecture, class discussion, or meeting with the instructor without his/her prior express written permission. The word “record” or the act of recording includes but is not limited to any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic, or other device or any other means of signal encoding. The instructor reserves all rights, including copyright, to his/her lectures, course syllabi, and related materials, including summaries, slides (e.g., Keynote, PowerPoint), prior exams, answer keys, and all supplementary course materials available to the students enrolled in the class whether posted to the LMS or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with The USC Office of Disability Services and Programs and the instructor.

**Participation:** Students are expected to actively participate in this course. In an online forum, participation includes:

- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades for students who do not contribute to the course through active participation may be affected. Students should notify the instructor in advance if they are unable to attend.

## Contact Hours

This 2-unit course requires 1,500 minutes of instructional time per semester.

During fall and spring, this equals 100 minutes (1.6 hours) of instructional time each week. Instructional time may be further broken down into 50 minutes (0.83 hours) of asynchronous time and 50 minutes (0.83 hours) of synchronous time. In addition, it is expected that students will work, on average, an additional 200 minutes (3.33 hours) per week outside of class—on readings/viewings, homework assignments, field experiences, and individual or team projects. Synchronous class sessions will be offered as regularly scheduled evening or weekend classes, once each week.

During the summer, this equals 125 minutes (2.08 hours) of instructional time each week, which can be further broken down into 60 minutes (1 hour) of asynchronous time and 60 minutes (1

hour) of synchronous time. It is expected that students will work, on average, an additional 250 (4.16 hours) per week outside of class in the summer.

## 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.” Other forms of academic dishonesty are equally unacceptable. See additional information in [SCampus](#) and university policies on [scientific misconduct](#).

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the [Office of Equity and Diversity/Title IX Office](#) and/or to the [Department of Public Safety](#). This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX coordinator, who will provide outreach and information to the affected party. The [sexual assault resource center](#) web page fully describes reporting options. [Relationship and Sexual Violence Services](#) provides 24/7 confidential support.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the [American Language Institute](#), which sponsors courses and workshops specifically for international graduate students. [The Office of Disability Services and Programs](#) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, [USC Emergency Information](#) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

### Course Schedule

Unit	Title and Topics	Readings	Deliverables
1	Ideas and Teams	Project Overview	Executive Summary (individual)
1	Ideas and Teams	Project Pitches	Project Pitches (live) Project Survey (individual)

1	Ideas and Teams	Teams	Revised Executive Summary
2	Research and Definition	Brainstorming and Mind Mapping	Mind Map
2	Research and Definition	Research	Initial Research, Bibliography
2	Research and Definition	Problem Definition	User Research (individual) Research Insights (team)
2	Research and Definition		Problem and Solution plus 3 Features Presentation (live)
3	Production	Gantt Charts Deliverables and Milestones	Team-Defined Deliverable Deliverables, Milestones and Gantt Chart
3	Production		Weekly Check-In 1
3	Production		Weekly Check-In 2 Peer Assessment (individual)
3	Production		Weekly Check-In 3
3	Production		Weekly Check-In 4
3	Production		Weekly Check-In 5 User Feedback (team)
3	Production		Weekly Check-In 6
4	Presentation	Final Presentations	Final Presentation (live) Handoff Document Peer Assessment (individual)

## Assignments

Below are brief overviews of each assignment. If not specified, assignments will be submitted within the 2U Learning Management System (LMS). If you experience any technical difficulties submitting assignments, they can be e-mailed directly to your instructor. Additional assignment details will be provided separately.

### Executive Summary (individual)

Each student will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers, faculty, and industry experts. You may format your executive summary in any way you see fit to best sell your idea, but as a minimum, please address each of the following:

- Goal of the project (subject area you are focusing on, symptom or pain points you are addressing, opportunity to identify)
- Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to excite and attract teammates.
- Resources/knowledge do you have available (technical, conceptual, human, financial)
- What do you not know about the project area?
- Notes about important roles/duties for the project in the following four areas:
  - Leadership, Design, Business, Technology

### Revised Executive Summary (team)

Team will revisit the original proposal, and as a group will draft a revised project summary.

### Mind Map (team)

A visual representation of the project's scope and direction. The Mind Map will include branches representing anticipated or intended audience for the project idea or product and potential mediums or formats that would be appropriate for message and audience. Mind Map will also identify **at least three research areas** and **key questions** to be asked and answered in the project. It should also uncover some **known unknowns**.

### Initial Research and Annotated Bibliography (team)

Having previously identified areas to be researched, or "known unknowns", an outline of what the research produced and conclusions reached including:

- Indicate the question researched (ideally, this will tie out to the mind map Research nodes you brainstormed)
- For each section/conclusion *indicate the members involved* in that research (every team member is expected to contribute to this research)
- Summarize the findings. We don't need to wade through pages of detail, but they should clearly be reflected and in many cases, specifics should be footnoted or put into an appendix.
- Annotated Bibliography of sources for research
- Identified **areas to conduct human research/interviews**

### User Research (individual)

The team will divide up human research/interview areas identified in the previous research. EACH member must conduct interviews and summarize their findings from each subject. Individual members should share their conclusions with the group to help form an updated Problem Definition.

#### Research Insights (team)

Synthesize conclusions from all stages of research and highlight most valuable findings.

#### Problem and Solution plus 3 Features Presentation (team)

Discussion of defined problem statement, proposed solution, and three core features of your project to date. Make sure you are addressing the target audience (not instructors) and that you are engaging the needs and interests of your potential customers. Ensure that each proposed feature addresses a need, pain point, or desire of the target audience.

- First slide must define the core problem for the problem/project
- The solution should be presented with a maximum of three slides
- The features should be presented at a high level and illustrate intended value

#### Team-Defined Deliverable (team)

Pitch a team-defined deliverable, choosing from the set of methodologies and frameworks offered by your instructor(s), or propose another deliverable and provide reasoning to instructors for approval. The goal of this deliverable is to fill in a gap in your project work, and/or address an identified need not outlined in the course and syllabus. Additional details will be provided in the live sessions prior to this assignment.

#### Deliverables, Milestones and Gantt Chart (team)

Specifications for what activities and deliverables will be completed, by whom, and when. You will map the timelines, responsibilities, and internal team deadlines to meet the needs of this project during the production and testing phases.

#### Weekly Group Check-Ins (team)

Progress update. Teams must submit weekly check-ins during the Production phase. You can pick any format for the weekly summaries/check-ins, from a live video to a written summary.

#### User Feedback (team)

Get your product in front of real people and get their feedback. This could be potential customers, stakeholders, employees, etc. Whether your project is at the business plan + mock-ups, field testing, or is a mature product in beta, it is always useful to get reactions, suggestions and insights from actual people who are not part of your project. For this

deliverable, besides some higher-level summary of the findings, you should have actual quotes with attributions. And yes, you can use some of your peers from the program as subjects but must also have non-USC people – for subjects you can draw on industry, your current companies, connections you've made through the project, and even (and sometimes most importantly) the general public.

### Handoff Document (team)

Final project handoff information for future teams. This document will bring a brand-new team up to speed on your project. The handoff should include from high-level view to granular details. There are two elements of the handoff document: A one- to three- page "cover sheet" pdf, and a zip archive of files and documents from the project.

Cover Sheet for Handoff Document (pdf or doc):

- Project name, date, and names of all team members
- Abstract: A one-to-four sentence description
- Summary of semester work: In about a half page, describe where the project started this semester, the progress/outcome of the semester's work, and general thoughts on "next steps" beyond this semester.
- Reserving the project: Yes/No. If yes, and you do NOT want the project to be open to future groups to take over, write up the parameters your team plans. I.e. members A, B, and C plan on taking it to another IP, to Capstone, starting up a new business venture, etc. NOTE: Only projects originated/conceived by the group are eligible.
- Link to Project Archive: Should include all presentations, weekly updates, research materials, group ideation exercises, and anything your team made or found that applies to the project.

### Final Presentation (team)

Presentation and public launch of the project. In your final presentation, also consider the future implications and grand vision of your initiative, informed by material on Thinking Long Term from Narrative and Storytelling.

### Final Project Assessment (no deliverable)

An evaluation of the progress and quality of your project through the semester as represented by the final presentation, handoff document, and your peer evaluation. No additional deliverable is required for this assignment.