IDSN 585 Capstone
Units: 3.0
Term / Day / Time: Fall 2020 / Tuesdays / 5:30-7:20 PM PT
Location: Online

Instructors: Jay Clewis and Chris Swain
Office / Office Hours: Virtual / By Appointment
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IT Help: 2U Student Support
Hours of Service: Available 24/7, 365 days/year
Contact Info: studentsupport@design.usc.edu, 1-855-487-3504

Course Description

The USC Iovine and Young Academy Capstone course is a self-directed semester of study and practice, where students have the opportunity to create a meaningful design, business, and technological solution to a challenge problem they define. Students will work in teams to develop an in-depth multidisciplinary project, culminating in a working prototype or finished product, service, or process by the end of the semester. Projects will be reviewed and approved by Capstone faculty before the semester begins. The concept developed must have desirability, feasibility, and viability. The project should draw upon, demonstrate, and enhance the understanding, methods, skills, and tools learned throughout the student's experience in the program. The project will require research, exploration, experimentation, ideation, testing, iteration, and communication of the concept. Students will need to work rigorously within the timeline and schedule that is required to achieve the stated goals. They will need to be in consistent collaboration and communication with fellow team members and will need to produce and present professional-quality deliverables on time. The course meets formally once a week in a synchronous live session. The class will be supported by in-class formative and summative critiques designed in conjunction with members of the class, mentoring faculty, and industry experts. A general framework of major milestones, objectives and key results will be adapted to individual projects. Students will be required to present their final project solutions to a team of faculty and industry experts at the end of the semester.

Learning Objectives and Outcomes

Students will demonstrate a progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior scholarly work in the program. Upon completing this course, students will:

- Apply their accumulated knowledge and understanding from the scope of all classes completed successfully in the program.
- Develop proficiency through practice, in challenges of increasing scope and complexity.
- Apply primary and secondary research methods to unlock opportunities and insights toward the project concept.
- Identify markets and competition related to the project concept.
- Generate unique ideas and iterate upon a variety of tested solutions.
- Fabricate products, plan and launch services, articulate processes with depth.
- Build and communicate effectively within multidisciplinary, multi-perspective teams.
- Communicate and present ideas concisely using any and all effective modalities to potential stakeholders, Capstone faculty, and industry experts.

Prerequisite(s):

All required coursework for the USC Iovine and Young Academy online graduate program.

Recommended Preparation

In order to maximize the time and collaborative teamwork dedicated to Capstone projects, students must get organized into teams and prepare to submit a Capstone project proposal in the week leading up to the first class. Teams will not be assigned. Students must self-organize into teams for the Capstone. Instructors will help facilitate this process as needed. Detailed project proposal instructions and deadlines will be provided at least two weeks before the start of the semester. Instructors will evaluate each project proposal based on merit and potential, through the lenses of desirability, feasibility, and viability.

Course Notes

A detailed course schedule will be provided in the first week of the Capstone course and will be the roadmap for the semester. Students are responsible for all additional assigned material, including video lectures, interviews, and reading materials offered by the instructors throughout the course.

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)	2.6 GHz dual-core Intel Core i5 or 2.0 GHz quad-core Intel Core i7 - Minimum 13" display 250 GB SSD or larger 16 GB memory	- Intel Core i5 or Intel Core i7 - Minimum 14" display 250 GB SSD or larger 16 GB memory
Warranty	Manufacturer warranty or extended warranty coverage (AppleCare)	Manufacturer warranty or extended warranty coverage
Operating System	Mac OS X 10.13 or higher	Windows 7, 10 operating system or higher
Peripherals	- HD webcam, speakers and microphone (Most newer laptops have built-in webcam, speakers and microphone) - Headset - Digital camera (Cameras on newer smartphones are acceptable) - External drive for cloud account for backup and storage	
Software	- Adobe Creative Cloud (Photoshop, Illustrator, and InDesign) - Adobe Acrobat Reader - Microsoft Office Suite - Sophos Endpoint Security (antivirus) - Browser: Most recent version of Firefox, Chrome, Safari, or Internet Explorer	
Network	Cable modem, DSL, T1/T3 or higher	

How to Purchase Software at the discounted Academy Rate through the USC Bookstore:

The following first year software licenses are now available for purchase online through the USC Bookstore at the Academy discounted rate:

Software	IYA Short-Term License Software
Adobe Creative Cloud	$70 2020-2021 annual license
Apple Logic Pro	$35 semester license
Solidworks	$35 semester license
Apple Final Cut Pro	$35 semester license

1. Visit the USC Bookstore online: https://www.uscbookstore.com/usciyasoftware
2. Select the software license(s) you would like to purchase.
3. When you proceed to checkout, add the Promo Code "IYASoftware" (This will override the listed taxes).
4. For shipping, select FedEx Home Delivery (free).
5. Once you complete your online purchase, you will receive a confirmation email/receipt. *(Note that even if a shipping charge appears on your invoice, it will not be charged to your credit card. This relates to a known technical problem with the Bookstore's online store.)*
6. Upload your receipt here to receive access to your purchased license.
7. You will be notified by email when the license has been activated

Required Readings and Supplementary Materials

Required content and readings may be assigned by faculty and 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).

Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable. Unless specified otherwise, all assignments will be submitted within the 2U Learning Management System (LMS). If you experience technical difficulties submitting assignments, email the course instructors directly and utilize 2U student support for assistance. Additional assignment details will be provided separately.

Capstone Project Proposal

Each team will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to Capstone faculty for review. Proposals must be written using the template provided (in Google Document format) and submitted prior to the first live session (to a shared Google Sheet), both provided by instructors prior to the first week of class. Instructors will set deadlines before the start of the semester. The project proposal template will request the following information as they apply to your project:

- Names of all team members
- What is the project name (or working title)?
- What are its goals and why is it important?
- Whose problem is this and how do you know?
- What is the pain and what is the gain?
- What is the scale of the problem?
- What is the potential for innovation and/or meaningful impact?

- What does the design component require? How is it desirable?
- What does the technology component require? How is it feasible?
- What does the business component require? How is the project viable?
- Can this project be completed this semester?

Executive Summary Presentation

Each approved team will present an introductory overview of the project in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers and faculty. You may utilize any mediums/media you see fit to best explain your idea, but visuals are required (like a deck or video, etcetera), and address each of the following:

- Goal of the project (subject area you are focusing on, symptom or pain points you are addressing, opportunity identified)
- Current or 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 you have available (technical, conceptual, human, financial)
- What do you not know about the project area? What activities will the team undertake this semester to fill in the gaps (i.e. research methods, development tactics, etc.)?
- Notes about roles/duties for the project: Leadership, Design, Business, and Technology

Weekly Check-Ins

Progress update. Teams must submit weekly check-ins for the weeks noted in the course schedule so as to provide regular updates of progress, challenges, and requests for feedback and help from the Capstone faculty. A formatted template for the weekly check-ins will be provided by instructors.

Project Pivot or Persevere Presentation I

Discussion of defined problem statement, proposed solution, core features, and research relating to your project. 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. Include project recommendations and next steps based on results from all research and testing to date.

Project Pivot or Persevere Presentation II

Discussion of defined problem statement, proposed solution, core features, and research relating to your project. 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. Include project recommendations and next steps based on results from all research and testing to date.

Final Project Presentation

Presentation and public launch of the project. In your final presentation, consider the future implications and grand vision of your initiative, informed by the team's work throughout the Capstone course and program overall.

Project Process and Effort

This assignment includes two separate deliverables (outlined individually below) and is an assessment of the overall project process and progress of each individual's effort throughout the semester as represented by the overall attendance, participation, and deliverables. Required deliverables for this assignment include a project handoff document (from each team), and the project assessment survey (from each individual). Notes for each of these components are outlined below:

Handoff Document Cover Sheet *(team):*
The Project Handoff document is a statement of intent on behalf of the team that will be archived by the program. This deliverable helps instructors complete the Project Process and Effort assessment. The deliverable is a collaborative effort from the team and includes the following format:
- Project name and date
- Abstract: One-to-four sentence summary description
- List of team members and areas of responsibility
- Summary of semester work: Describe briefly where the project started, the progress and outcome of the semester's work, and general thoughts on next steps beyond the semester.
- Reserve the project: Yes/No. If yes, please describe the intent and parameters (i.e. members A, B, and C plan on launching a business and seek funding, member D has decided not to continue on with the project/team, etcetera).
- Include a viewable link to the project archive: Every team has kept all deliverables on a shared team drive this semester. A link pointing to the Due Diligence folder is required, in which all documents relating to the project should reside (semester deliverables at a minimum and anything supporting documents you see fit).

Project Assessment Survey *(individual):*
A project and peer assessment survey will be administered by the Capstone faculty at the end of the semester to help determine the overall effort, process, progress, and contributions of each individual team member for their final project. A link to the survey will be provided in the final week of class.

Grading Breakdown
Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Assignment	Points	% of Grade
Participation	150	15%
Executive Summary Presentation	50	5%
Project Pivot or Persevere Presentation I	200	20%
Project Pivot or Persevere Presentation II	200	20%
Weekly Check-In (10)	100	10%
Final Project Presentation	250	25%

Project Process and Effort	50	5%
Total	**1000**	**100%**

Grading Scale
Final course grades will be determined using the following scale:

Letter Grade	Numerical Score
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Rubrics
Detailed assignment rubrics will be made available by the course instructors in the first week of class.

Assignment Submission Policy
All assignments 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 week of the Capstone. Late assignments will be subject to the late submission policy indicated below. **All assignments 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 after the deadline	100% deduction

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

Grading Timeline
Instructors will provide feedback and grading on all deliverables in a timely manner, usually within 48-72 hours following an on-time submission.

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 re-evaluation, 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 re-evaluation 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.)

Academy 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 non-critical 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 ⅓ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

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.

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 non-commercial 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 (with camera on) in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades may be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class. Those unable to attend will be required to review the online recording for the session missed, and submit thoughtful feedback to the Instructor.

Contact Hours

This 3-unit course requires 2,250 minutes of instructional time per semester, which equals 150 minutes (2.5 hours) of instructional time each week. Instructional time may be further broken down into 75 minutes (1.25 hours) of asynchronous time and 75 minutes (1.25 hours) of synchronous time. In addition, it is expected that students will work, on average, an additional 300 minutes (5 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.

Course Schedule: A Weekly Breakdown

An online version of this course schedule complete with links to assignment rubrics, due dates and times, will be provided by the instructors in the first week of the Capstone course.

Week	Topics	Tasks	Deliverables
0	Pre-Semester Setup	Teams deliver Capstone project proposals for review	Project Proposal Due
0	Pre-Semester Setup	Review of proposals for approval, rejection, or clarifying information	Project Proposal Reviews
1	Class Overview	Introductions, syllabus, expectations, project launch	None
2	Presentations	Introduce Projects and Goals	Executive Summary Presentation

3	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 1
4	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 2
5	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 3
6	Presentations	Project Progress, Milestones, and Next Steps	Project Pivot or Persevere Presentation I
7	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 4
8	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 5
9	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 6
10	Presentations	Project Progress, Milestones, and Next Steps	Project Pivot or Persevere Presentation II
11	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 7
12	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 8
13	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 9
14	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 10
15	Presentations	Presentation of Project Findings and Results; Followed by Q&A	Final Project Presentation Handoff Document Project Assessment Survey

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:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.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
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Relationship and Sexual Violence Prevention and Services provides immediate therapy services for situations related to gender- and power-based harm (e.g., sexual assault, domestic violence, stalking).

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

USC Policy Reporting to Title IX (213) 740-5086
https://policy.usc.edu/reporting-to-title-ix-student-misconduct/
The university encourages individuals to report prohibited conduct to the *Title IX Office*. Individuals can report to the university's Title *IX Coordinator* in the *Office of Equity and Diversity.*

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation 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 Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
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.