

IDSN 510: Integrative Practices Residential
Units: 2
Summer 2021—06/03-06/07—Time: 9 am to 5 pm

Location: Online

Instructor: Robert Checchi

Office: Online

Office Hours: By appointment

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Course Assistant: Jessica Hernaiz

Office: Online

Office Hours: 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 “Integrative Practices Residential” is a six-day residential course that serves as an essential preparation for all subsequent components of the graduate program. The course is designed to provide each student with an opportunity to meet and collaborate with each other outside of the usual classroom experience. Our goal is to create a content rich experience with applied exposure to essential design, business, and technological skills, concepts, theories, and processes. The course includes asynchronous preparatory materials, lectures, workshops, readings, discussions, class activities, and collaborative and independent projects.

Students will acquire applicable skills for creating innovative solutions while focusing on honing their interdisciplinary teamwork techniques. Emphasis will be given to teamwork and communication tools in the discipline areas, adding to skills student’s bring from their own area of expertise. Students will be required to practice these new skills, and adopt new perspectives as they tackle a project prompt as a team.

- Pre-work: Students are expected to complete the necessary Student Orientation coursework, IDSN 510: Integrative Practices Residential pre-work and IDSN 540: Processes & Perspectives necessary coursework in 2USC prior to attending. Students must complete the Integrative Practices Pre-Residential Survey in Unit 2.7 of the Student Orientation course and the Mind-Map assignment for IDSN 540: Processes & Perspectives prior to the start of class.
- Day 1: INTRODUCTION – Orientation and Welcome Reception.
- Day 2: ACCEPT – Introduction to the design brief. Research design.
- Day 3: ANALYZE – Research. Documentation.
- Day 4: DEVELOP, Day 01 – Synthesis of documentation from research, and rapid ideation.
- Day 5: DEVELOP, Day 02 – Narrative and storytelling, project development, and pitch preparation.
- Day 6: ACHIEVE – Final Presentations.

Learning Objectives and Outcomes

1. Identify core communication methodologies associated with the three focal disciplines of the MSIDBT program.

2. Practice design-based problem-solving methodologies.
3. Be confident working within and leading multidisciplinary teams.
4. Utilize the various online systems and tools that are required for effective, ongoing program participation.
5. Become familiar with rapid prototyping and ideation processes.

Concurrent Enrollment: IDSN 540: Processes & Perspectives

Recommended Preparation: Complete the online asynchronous materials, as provided with the course, prior to course start.

Course Notes

The course will cover a range of deliverable types. Each is graded according to the supplied assignment rubric, when the project brief is shared. All assignments will be discussed in class prior to address outstanding questions and posted for reference. Please be sure to ask clarifying questions when these are shared as IPR works on a reduced time-frame. Students are responsible for all readings, lectures, and assignments, including: homework, in-class work and participation, discussion and presentations. Integrative Practices Residential is a collaborative lecture, discussion, and making class. Students must engage in constructive critique sessions to provide feedback to their peers.

Technological Proficiency and Hardware/Software Required

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

	Apple	Windows PC
Laptop (Minimum standards)	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Intel Core i5 or Intel Core i7 ● Minimum 14" display ● 250 GB SSD or larger ● 16 GB memory
Warranty	<ul style="list-style-type: none"> ● Manufacturer warranty or extended warranty coverage (Apple Care) 	<ul style="list-style-type: none"> ● Manufacturer warranty or extended warranty coverage
Operating System	<ul style="list-style-type: none"> ● Mac OS X 10.13 or higher 	<ul style="list-style-type: none"> ● Windows 7, 10 operating system or higher
Peripherals	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Cable modem, DSL, T1/T3 or higher 	

Required Readings and Supplementary Materials

- Regular access to computer, color printer, and copier

- Notebook/Sketchbook
- Project materials to be purchased at the Student’s selection on a per project basis.
- Portable storage device or digital storage device, or cloud based storage required. It is the student’s responsibility to BACK EVERYTHING UP, losing work is not an acceptable excuse for missing work. It can not be emphasised enough that you should have a reliable backup arrangement.

Description and Assessment of Assignments

1. **Project Assignments to be shared, in detail, within the project brief at the start of the Residential.**
2. **Participation:** Throughout the residential, students will be expected to contribute to class in a variety of ways. They will be asked to: Provide substantive and thoughtful feedback to questions posted, by peers and instructors, in specified online forums. Provide written and verbal responses during the full group and team sessions.

Grading Breakdown

Assignment	Points	% of Grade
Informal Presentation 01	100	10%
Informal Presentation 02	100	10%
Dry-Run Presentation	100	10%
Completed Final Deliverables	200	20%
Final Presentation	200	20%
Participation	300	30%
TOTAL	1000	100%

Grading Scale

Course final grades will be determined using the following scale:

Credit	83-100
No Credit	82 and below

Assignment Rubrics

*Provided for reference only. May be adjusted to reflect goals of specific design brief for IPR.

Presentations	% of Grade
Feasibility: Is the idea technically possible? If not, how is it plausible for future development?	20
Viability: Is the solution able to be self-sustaining after the initial launch phase? If not, what costs are there for continued maintenance and how can these costs be offset?	20
Desirability: Is the idea attractive and relevant to the end users?	20
Mission-Alignment: Does the idea align to the mission of the organization, or the mission of the prompt?	20
Personal and Team Growth: Do the students show an ability to suspend their previous biases? Are they able to draw connections between their conclusions and solutions to grow as a team?	20
TOTAL	100

Assignment Submission Policy

Assignments deadlines will be outlined in design brief.

Late Submissions

Late submissions will not be accepted.

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

Grading Timeline

Assignments will receive in-person critiques for all deliverables; exceptions include: final deliverables and final presentation. These items will be reviewed, and graded, by the Friday following the IPR.

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 $\frac{1}{2}$ 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.

****IPR is a design sprint. In order to participate and receive credit for the course, you MUST be present with your team.****

Additional Policies

Add any additional policies that students should be aware of: late assignments, missed classes, use of technology in the classroom, etc.

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 relationship 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 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 2-unit course requires 1,500 minutes of instructional time. The majority of instructional time will be synchronous as part of a face-to-face experience over a six-day period. In addition, it is expected that students will work, on average, an additional 50 hours outside of class to be spent one week before and during the residential experience on course preparation, readings/viewings, homework assignments, field experiences, and individual or team projects.

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).
(wording from the site)

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 *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.