ACAD 281: Designing for Live Experiences

Units: 4
Day-Time: Spring 2022, Tuesday and Thursday 9 to 11:50 am

Location: IYH 112

Instructor: Davina Wolter
Office: HSH 101A
Office Hours: By appointment, and directly after class.
Contact Info: dwolter@usc.edu

IT Help: http://iovine-young.usc.edu/ait/index.html
Hours of Service: M-F, 8:30am - 5:00pm
Contact Info: iyhelp@usc.edu, 213-821-6917

Course Description

“No experience is too small to be excellent.”
– Matt Conover, Disney Executive

Designing for Live Experiences provides students insights into the world of physical experiential design. The course is designed to push students to invent environmental experiences that are entertaining, engaging, informative, artistic, sustainable, revenue generating and/or potentially philanthropically based.

Through the study of case studies, students will begin to develop their own understanding of creating innovative and awe-inspiring installations that are based in user-centered design. Our goal is to create content rich experiences that are not only enjoyable but informative. Case studies and project areas may include: airports, exhibitions, retail, health care, theme parks, and service design.

The course includes lectures, workshops, readings, discussions, class activities, and collaborative and independent projects; students will acquire applicable skills for creating innovative immersive experiences and events. Students must combine, and/or build upon their knowledge and skill in the many design disciplines to create transformative experiences that shift user’s perspectives. To create a comprehensive solution, we must establish relevance for a topic and inspire users from concept to prototyping, to presentation. We will use creative process to secure our understanding of these techniques and to ensure we have addressed each stage of problem solving necessary for a robust, and inclusive solution.

Covering a range of mediums related to physical experience design, the course has a special emphasis on learning styles and installation detailing; such as infrastructure, new and existing build and furniture solutions, lighting, media, and graphics applications. All of these mediums combine to create experiential and visual hierarchy. We will look at examples of multidisciplinary collaborations in physical space, and work through projects designed to explore and build your own solutions.
**Learning Objectives and Outcomes**

1. Understand and explain how to create unique, content driven experiences
2. Know and apply design-based problem-solving methodologies
3. Be confident realizing immersive environments and solutions
4. Learn the dynamics of social interactions created by immersive environments

**Prerequisites**: ACAD 176 Rapid Visualization

**Co-Prerequisites**: None.

**Concurrent Enrollment**: None.

**Recommended Preparation**: Install Sketch up, Rhino, Solidworks, CAD, Vectorworks or similar to visualize solutions for the course. Software selection is up to each student. We will also encourage hand-drawn visual assets and studies as we work. We will strive to create plans and elevations and/or renderings for each project. Maker space training.

**Course Notes**

The course will cover a range of deliverable types. Each is graded according to the supplied assignment rubric, when the project scope is shared. All assignments will be discussed in class prior to address outstanding questions and posted for reference.

Students are responsible for all readings, lectures, and assignments, including: homework, in-class work and participation, discussion and presentations. Designing for Live Experiences 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**

- Laptop computer with authorized installations of the following software:
  - Adobe Creative Suite (Photoshop, Illustrator, InDesign)
  - 2D or 3D application, of your choosing, to visualize your solutions. Must be able to both render and create preliminary technical drawings of solutions

**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 cannot be emphasized enough that you should have a reliable backup arrangement.
- Required Textbook(s):
  *both may be found at the USC Bookstore, Amazon, or similar. Used available.
  Please purchase in advance of course start.
  - Design is Storytelling by Ellen Lupton
  - The Senses: Design beyond Vision by Ellen Lupton and Andrea Lipps
Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>(28) = 100</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>(2) = 50</td>
<td>5%</td>
</tr>
<tr>
<td>Projects</td>
<td>(3) = 300</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Assignment</td>
<td>(1) = 150</td>
<td>15%</td>
</tr>
<tr>
<td>Final Presentation and Deliverables</td>
<td>(5) = 400</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

Grades will be determined using the following scale:

A: (95-100%) A-: (90-94%)  
EXCELLENT – Means that your work is excellent. You have a thorough understanding of the course content, theories and the ideas presented in lectures and readings. Your grades on all your assignments, attendance and participation are consistently excellent. You are engaged and actively participate in discussions and with the assignments. All of your assignments are thoroughly researched and turned in on time. You consistently demonstrate a high level of comprehension in your discussions and through your assignments.

B+: (87-89%) B: (83-86%) B-: (80-83%)  
GOOD – Means that your work is good, and you demonstrate an above average understanding of the course content. Your grades on all your assignments, attendance and participation are consistently good or excellent. Ideas presented in class are understood and is reflected in your assignments. Your concepts are good, if not excellent, and you are usually able to bring them to life visually as needed.

C+: (77-79%) C: (73-76%) C-: (70-73%)  
AVERAGE – Means that your work, attendance, and participation are fair (average). You understand some of the ideas, themes and concepts presented in class. Your attendance and participation are average. Your performance in critiques are average.

D+: (67-69%) D: (60-66%)  
BELOW AVERAGE – Means that your work was below average. You did not understand most of the ideas presented in class and did not adequately demonstrate comprehension in your assignments. Assignments were routinely not turned in or turned in on time. Your assignments are mediocre or poor and you were not able to communicate comprehension. Your attendance and participated were poor.

F: (0-59%)  
FAILING – Means that your work was poor or missing. You didn’t understand the majority of the ideas presented in class and it is reflected in your work. Your concepts and ideas were poor or lacking and/or your work was not turned in. You did not attend and participate enough to pass.
Assignment Rubrics
In most cases, student work will be assessed based on the following criteria:
- Level of execution on assignments.
- Degree of complexity of the assignment goal.
- Innovative application of tools and concepts.
- Knowledgeable integration of relevant course material used to create design solution.
- Thorough display of student’s strategy in creating and executing their solutions.

Assignment Submission Policy
Assignments must be submitted to the google drive, AND as a URL submission to Blackboard, in advance of the class due. Assignments submitted late will be accepted but will incur the following grade penalties: 24 hours after deadline is a 10% deduction, 24-48 hours after the deadline is a 20% deduction, 48 hours to 3 days late is a 50% deduction. Submissions more than 3 days late will receive NO CREDIT, unless approved in advance by the instructor. Please note deliverable criteria as sighted on each assignment rubric (as shared in class and course materials), as deductions will be incurred by inaccurate submission processes.

Grading Timeline
Grades for each assignment to be shared within 2-3 weeks of submission. Grading notifications will go out via Blackboard system in RESPONSE to url submissions on Blackboard.

Students will be notified of their standing in detail after the midterm assignment is graded.

Students are welcomed, and encouraged, to check in at any time regarding their standing in the class.
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 equal a full class period absence.

An established pattern of tardy and/or disruptive behavior may result in being asked to leave the class for that day, generating a full absence.

Attendance will be taken at the beginning of each class. It is your responsibility to ensure your attendance recording at the start of each class.

In the event of online classes, you are required to submit a chat text entry (or similar) to record your attendance in class.

If you are more than 15 mins late for a class—without prior permission from the instructor—it will be counted as an 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

Throughout the course, we will be using a variety of tools to create practice work. Please be prepared with laptop, cellphone, and sketch pad as each of these items may be employed at any given time. It is understood that technology is key to the contemporary learning environment, but it should not hinder communication and comprehension between instructor and student, nor be a detractor to others around you.

Please stay present in class or group discussions, as this will be reflected in your participation grade.
**Deliverables Outline**

(subject to change as needed)

* Project grading criteria are shared for each assignment, and distributed as rubrics. We will go over deliverable criteria in class.

**Each project assignment requires drive submission AND a corresponding URL submission to Blackboard.

***Grades and written feedback received via Blackboard.

1: Project Assignments _ 300 Points
   Project 1 _ The Traveler _ P1 Individual _ 50 Points
   Project 2 _ The Helper _ P2 Team Groups _ 100 Points
   Project 3 _ The Entertainer _ P2 Team Groups _ 150 Points

2: Quizzes _ 50 Points
   Quiz 1 _ Design is Storytelling: Reading _ 25 Points
   Quiz 2 _ The Senses: Reading _ 25 Points

3: Midterm: “Project 4” _ 150 Points
   The Educator _ P4 Individual

4: FINAL PROJECT: “Project 5” _ 400 Points
   The Innovator _ P5 Team Groups
   
   Project 5a _ Research Report _ Presentation
   _Written Activity, P5 Team Groups _ 50 Points

   Project 5b _ Definition to Ideation and Selection
   _Process Activity, P5 Team Groups _ 50 Points

   Project 5c _ Interpretive Plan, Business Plan, and Branding
   _Process Activity, P5 Team Groups _ 75 Points

   Project 5d _ Implementation, Evaluation, and Iteration
   _Process Activity, P5 Team Groups _ 75 Points

   **Project 5 _ Final Documentation, Presentation and Team Evaluations
   _Process Activity, P5 Team Groups _ 150 Points

   All final Project 5 submissions due 9am the morning of the Final Exam date. All final materials, including team and self evaluation updates due to the DLX drive within 24 HRS of final presentation/exam time. *Post final URL of drive materials to Blackboard. For the date and time of the final presentation for this class, consult the USC Schedule of Classes.

   (Project 5 is considered the final deliverable for the course.)

5: CLASS PARTICIPATION _ 100 Points
   Class participation grade is based on your engagement during class discussions, the constructive critique and evaluation of peer work, and team engagement. You are encouraged to share relevant examples of live/physical experience design, drawing from your everyday life and lived experiences.
Designing for Live Experiences:

Weekly Schedule
(subject to change as needed)

1: Orientation
Tuesday, January 11
Course Overview and Introductions
Lecture: FIRST THINGS FIRST
Workshop: What is Physical Experience Design? What is Sensory Design?
Read: The Senses; Sensory Design pgs. 1–35
Do: Project 1 _The Traveler _Introduction _IND

Thursday, January 13
Lecture: HOME + TRAVEL AUDIENCE
Read: The Senses; Touch, Smell and Flavor pgs. 36–71
Do: Project 1 _The Traveler _Work Time _IND, cont.

2: Drawing on Memory
Tuesday, January 18
Field Trip

Thursday, January 20
Lecture: CIRCULATION
Workshop: Creature Comforts
Read: The Senses; Sensory Environments pgs. 123–147
Do: Project 1 _The Traveler _Work Time _IND, cont.

3: Service Space
Tuesday, January 25
Project 1 _The Traveler _DUE
Lecture: SKETCH UP
Read: Design is Storytelling; Act1:1 pgs. 1–39
Do: Project 2 _The Helper _Introduction _GRP

Thursday, January 27
Lecture: HEALTH + EDUCATION
Facilitation
SEQUENCING + EXPERIENCE
Read: Design is Storytelling; Act1:2 pgs. 40–55
Do: Project 2 _The Helper _Work Time _GRP
4: Learning Modes  
**Tuesday, February 1**  
* Lunar New Year  
Lecture: LEARNING STYLES  
Workshop: Planning for Learning Modes  
Read: *Design is Storytelling*; Act2:1 pgs. 56–81  
Do: Project 2 _The Helper _Work time _GRP

**Thursday, February 3**  
Project 2 _The Helper _DUE  
Read: *The Senses; Sentscapes* pgs. 109–121, and Visualizing Sound pgs. 205–217  
Do: Project 3 _The Entertainer _Introduction _GRP

5: Space and Information  
**Tuesday, February 8**  
* Field Trip  
**Thursday, February 10**  
Lecture: KNOWLEDGE THROUGH PLAY: INTERPRETIVE + SPATIAL PLANNING  
Read: *Design is Storytelling*; Act2:2 pgs. 82–111  
Do: Project 3 _The Entertainer _Work time _GRP

6: All Surfaces  
**Tuesday, February 15**  
Team Check Ins for P3  
Lecture: IMMERSION + INTERACTIVITY  
Read: *Design is Storytelling*; Act3:1 pgs. 112–139  
Do: Project 3 _The Entertainer _Work time _GRP

**Thursday, February 17**  
Project 3 _The Entertainer _DUE

7: Storytelling  
**Tuesday, February 22**  
Lecture: MAKING SENSE OF THE STORY: CONTENT DEVELOPMENT + GRAPHIC SYSTEMS  
Read: *Design is Storytelling*; Act3:2 pgs. 142–158  
Do: Project 4 MIDTERM _The Educator _Introduction _GRP
Thursday, February 24
Watch Documentary: Meow Wolf
Do: Project 4 MIDTERM_The Educator _Work time _GRP
*Study for Q1

8: Midway – Acoustics and Media
Tuesday, March 1
 QUIZ 1: Design is Storytelling
Lecture: SOUND + VIBRATION
Do: Project 4 MIDTERM_The Educator _Work time _GRP

Thursday, March 3
Check Ins for P4
Field Trip
Lecture: CONTENT ACROSS MEDIUMS: MEDIA IN PHYSICAL SPACE
Do: Project 4 MIDTERM_The Educator _Work time _GRP

9: An Invitation
Tuesday, March 8
Project 4 MIDTERM_The Educator _DUE

Thursday, March 10
Lecture: TAKE AWAYS
Workshop: How do we create culturally sensitive design solutions?
Do: Project 5 _The Innovator _Introduction _GRP
Project 5a _The Innovator: Research Report _Introduction _GRP

10: Playing with Light
Tuesday, March 22
Share team topic selections for P5
Lecture: LIGHT + SHADOW
Watch Abstract: Es Devlin
Do: Project 5a _The Innovator: Research Report _Work time _GRP

Thursday, March 24
Team Check Ins for P5
Read: The Senses; Designing with Light pgs. 88-93
Do: Project 5a _The Innovator: Research Report _Work time _GRP
11: Make it Work
Tuesday, March 29
Lecture: LIMITED BY LOCATION
Do: Project 5a _The Innovator: Research Report _Work time _GRP

Thursday, March 31
Project 5a _The Innovator: Research Report _DUE
Lecture: MULTIPURPOSE
Do: Project 5b _The Innovator: Definition to Ideation _Introduction _GRP

12: Devil in the Details
Tuesday, April 5
Team Check Ins for P5
Lecture: SKINNING + MATERIALS
Read: The Senses, pgs. 73-87, Sensory Materials
Do: Project 5b _The Innovator: Definition to Ideation _Work Time_GRP

Thursday, April 7
Do: Project 5b _The Innovator: Definition to Ideation _Work Time_GRP

13: Branded Environments
Tuesday, April 12
Project 5b _The Innovator: Definition to Selection _DUE
Do: Project 5c _The Innovator: Branding _Introduction _GRP
*Study for Q2

Thursday, April 14
QUIZ 2: The Senses
Lecture: BRANDED ENVIRONMENTS
Workshop: Creating solutions with relevance and Building for Flexibility > Disrupting the Norm
Do: Project 5c _The Innovator: Selection, Business Plan, and Branding _Work time _GRP
14: Fabrication  
Tuesday, April 19

Project 5c _The Innovator: Branding _DUE
Lecture: BUILDING FOR USE
Workshop: Budgeting and Value Engineering
Do: Project 5d _The Innovator: Implementation, Evaluation, and Iteration _Introduction _GRP

Thursday, April 21

Team Check Ins for P5
Do: Project 5d _The Innovator: Implementation, Evaluation, and Iteration _Work time _GRP

15: Soft Opening  
Tuesday, April 26

Project 5d _The Innovator: Implementation, Evaluation, and Iteration _DUE
Do: Project 5 _The Innovator _Introduction + Final work time _GRP

Thursday, April 28

Team Check Ins for P5 Dry Runs and Assets
Workshop: Continued Use and Maintenance
Do: Project 5 _The Innovator _Final work time _GRP

16: Final Group Presentations
Final Presentations and Gallery
Do: Project 5 _The Innovator _DUE
   All final P5 submissions are due the morning of the final exam.
   All final work and documentation materials, including team and self-evaluations, are due to the drive within 24 hours of final presentation/exam time.
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 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](http://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](http://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](http://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](http://dps.usc.edu)  
Non-emergency assistance or information.