

**IDSN 515: Professional Practices Residential**  
**Units: 2.0**  
**Spring 2022**

**Location:** Genesis & IYH; 3/31-4/4

**Instructor:** Robert Checchi

**Office:** Online

**Office Hours:** By appointment

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[TechSupport@digitalcampus.2U.com](mailto:TechSupport@digitalcampus.2U.com)

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## Course Description

The “Professional Practices Residential” is a 5-day residential course held in collaboration with an industry partner. Students will meet and interact with organizational leaders working at the intersection of design, technology, and business. The Professional Practices Residential is an applied and intensive workshop in which students are posed a significant real-world product, service, or organizational problem for which they must collect qualitative and quantitative data; conduct research; analyze findings; formulate and select a proposed solution, and create a formal presentation utilizing acquired skills and techniques. Throughout the experience, experts from both within and outside of USC will provide mentorship and feedback. The five days also include talks and round-table sessions with industry experts in all disciplines, and more formalized reading, lectures, and discussions with USC faculty.

(Note: This course may require additional fees to cover specialized equipment use, materials, and other related expenses. Students are responsible for their travel expenses.)

- Pre-work: Readings, Online Discussions & Preparation to be posted by the PPR’s faculty lead.
- Day 1: QUESTION – Introduction to the project partner and design brief. Research design. Welcome dinner and orientation.
- Day 2: LISTEN – Fieldwork and research execution. Documentation. Client partner and stakeholder interviews.
- Day 3: REFLECT, Day 01 – Synthesis of documentation from fieldwork, and rapid ideation.
- Day 4: REFLECT, Day 02 – Narrative and storytelling, project development, and pitch preparation.
- Day 5: LEARN – Pitches to project partner for final feedback. The pitch leverages the Academy’s T.O.A.S.T. framework (Transparency, Opportunity, Analysis, Strategy, Transformation).
- Post-work: Submission of finalized/revised pitches due within one week of the close of the PPR.

## Learning Objectives and Outcomes

Students in this course will learn how to build and communicate ideas, concepts and solutions using universal storytelling techniques. Upon completing this course, students will be able to:

- Understand how design, business, and technology interact with each other in meaningful, real world contexts.
- Articulate the relevance of classroom theory to experienced reality, through their event, organization, or system exposure.

- Understand, through dialogue, the perspectives of established others at the intersection of design, business, and technology.
- Identify future trends and opportunities in an array of evolving and innovative industries.
- Develop skills in human-centered design and innovation.

**Recommended Preparation:** IDSN-510 Integrative Practices Residential; IDSN-540 Processes & Perspectives

**Course Notes:** This course will include some pre-work to be conducted online and may use a combination of synchronous and asynchronous methods but will primarily take place “in residence” at a location relevant to the project partner and prompt.

**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
<b>Laptop (Minimum Standards)</b>	<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 SSD or larger</li> <li>● 16 GB memory</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 SSD or larger</li> <li>● 16 GB memory</li> </ul>
<b>Warranty</b>	<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>
<b>Operating System</b>	<ul style="list-style-type: none"> <li>● Mac OS X 10.13 or higher</li> </ul>	<ul style="list-style-type: none"> <li>● Windows 7, 10, operating system or higher</li> </ul>
<b>Peripherals</b>	<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>	
<b>Software</b>	<ul style="list-style-type: none"> <li>● Adobe Creative Cloud (Photoshop, Illustrator, and InDesign)</li> <li>● Adobe Acrobat Reader</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>	
<b>Network</b>	<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
Participation (I)	100	10%
Project Check-In Presentation	100	10%
Final Presentation	500	50%
Final Deliverable	300	30%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### Grading Scale

Course final grades will be determined using the following scale

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

### Description and Assessment of Assignments

The below provides a brief overview of each assignment throughout the residential experience.

**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.

**Project Check-in Presentation.** Students will present to the PPR’s faculty lead as well as guest faculty or reviewers, their progress on the project to-date.

**Final Presentation:** Students will share their research process and final solution to faculty and representatives of the project partner. The presentation will use the Academy’s TOAST framework:

- **Transparency:** What is the problem you’ve identified? Whose problem is it? Why are you or your team the right person/people to take on this project?
- **Opportunity:** What is your idea, and how does this relate to the problem you’ve identified? What is the nature of your artifact?
- **Analysis:** What else is out there, also dealing with this problem? How is your idea different?
- **Strategy:** What would be your first/next steps in tackling this project? What resources will you require to fulfill the needs of this project, and how will you acquire those?
- **Transformation:** What does success look like for this project? What will the world look like in 10 years, because of this project?

### **Assignment Submission Policy**

Assignments are due during or before the residential experience. The final deliverable is due within one week of the end of the PPR.

### **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 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 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 class.

### **Contact Hours**

This 2-unit course requires 1,500 minutes of instructional time per semester. The majority of instructional time will be synchronous as part of a face-to-face experience over a five-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, during and one week after the residential experience on course preparation, 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.

## 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](https://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](https://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*  
[engemannshc.usc.edu/counseling](https://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](https://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](https://equity.usc.edu), [titleix.usc.edu](https://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](https://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](https://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](https://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](http://dps.usc.edu), [emergency.usc.edu](http://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.