USC Iovine and Young Academy
Arts, Technology and the Business of Innovation

IDSN-540: Processes and Perspectives
Units: 4.0
Spring 2022–Wednesdays–5:30–7:20pm PT

Location: Online

Instructor: Chris Swain
Office: Online
Office Hours: By appointment
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IT Help: Digital Campus Online Technical Support
Contact Info: 1-833-740-1273,
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Course Description
The first core course required of entering students, and a recommended preparation for all courses that follow, Processes and Perspectives provides students with instruction in discipline-specific, cross-disciplinary, and shared approaches to the creation and implementation of products, services, projects, systems, and/or organizational development. What are the standard methodologies used to take a creative idea of a technological, business, and/or artistic nature to fruition? What are the philosophical and practical underpinnings of those methodologies? What are the implications of those methodologies when implemented? The course is designed to address these and similar questions through an active dialectic approach—motivating students to adopt different perspectives, manage the methodology-based tensions generated by those different perspectives, and seek creative and integrative solutions. Topics include creative and user-focused elements and perspectives (design), feasibility analytics (technology), and lean start-up techniques (business).

Learning Objectives and Outcomes
Students in this course will gain early fluency in the approaches shared by and distinct to those in design, business, and/or engineering. Upon completing this course, students will be able to:

• Understand the steps involved in various data-driven and creative processes (e.g., design methodologies, lean start-up).
• Apply their knowledge of these processes to the development of varied prototypes.
• Evaluate the effectiveness and utility of these processes in varied organizational settings, with particular focus on those settings most supportive of or interested in innovation.
• Build and communicate effectively within integrated multidisciplinary, multi-perspective teams.

Prerequisite(s): none
Co-Requisite(s): none
Concurrent Enrollment: IDSN-510 Integrative Practices Residential
Recommended Preparation none

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

Technological Proficiency and Hardware/Software Required

If applicable, provide details of accessing course if not in a traditional classroom setting. **List out any software they may need to purchase.**

	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 (Apple Care)	● 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	

Required Readings and Supplementary Materials

- **Carreyrou, John. *Bad Blood: Secrets and Lies in a Silicon Valley Startup*. 2018.**
- **Kirkpatrick, David. *The Facebook Effect: The Inside Story of the Company That is Connecting the World*. 2011.**

Required readings will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of outlets; in most 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.

Assignments

UNIT 1_PROCESSES AND PERSPECTIVES

1. Mind-Map: How Do You Solve Problems?
Use a mind-mapping format to visualize the processes you typically go through when solving a problem. Don't think of a specific problem, but rather share your general approach to problem solving. Elaborate on the sequence of stages involved, required ways of thinking, methods and techniques you use, and any other details that can help flesh out the mindmap to best reflect your process. Have fun, explore your process and take your time! https://en.wikipedia.org/wiki/Mind_map

UNIT 2_EXPLORING CREATIVITY

1. Process Journal: Setup your process journal
Go to Tumblr and setup a new blog account that you will use as a process journal. This will be the homepage of your reflections on the process you, and your group will be undertaking while developing the main project. Select or customize a theme that you would like to use for your process journal. When you are ready, submit the link to your process journal through the digital platform. Please post your link to the wall so that your peers may follow you. The link should look like http://usernamehere.tumblr.com.
*Please note: for each process journal entry, group or individual, you must post to Tumblr, and then upload the relevant URL to the LMS Assignments Upload Unit for each assignment.

2. Process Journal: Exploring Creativity
Go to Tumblr and setup a new blog posting discussing creativity and what it means to you.

UNIT 3_CREATIVE PROBLEM SOLVING (CPS) METHODS AND MODELS

1. Creative Problem Solving Interviews
Interview three (3) individuals. Ask them to respond to these two questions:
1. How do you generate ideas? (How, when, and where are you inspired? What inspires you? What obstacles do you face in coming up with a new idea and how do you overcome those obstacles?)
2. What process(es) do you use to solve problems? (Describe the steps of your problem-solving process. Explain your journey from inspiration to implementation.)

UNIT 8_CPS: ACCEPTANCE and ANALYSIS

1. Team Norms Documentation (group)
Review and select your team understandings and agreements. Create a list, and post to the digital platform.

2. Topic Selection and Research (group)
Review and select your team topic, or area of interest, for your final project. Document the topic selection and a synthesized version of your research to the digital platform.

3. Morphological Analysis. (group)
Complete a morphological analysis of your project subject in order to outline as many details regarding the properties and components that comprise the subject matter.
(http://creatingminds.org/tools/morphological.htm)
Teammates should choose different project components to perform the analysis on. Compare findings with teammates. Create ONE final grid result as a post to the digital platform (either as an image or as a table).
*This deliverable may of use throughout the remainder of the course. Submission due as noted in Unit 8.

4. Process Journal: **Acceptance and Analysis**
Consider what it would be like to succeed in overcoming the problem that lays ahead of you. Attempt to get into a positive state of mind by projecting yourself into the mental state you would be in as you joyously celebrate the rewards of your success. Think about the potential benefits that you might accrue if you become involved in this project. Reflect on the subject matter that you and your group have chosen and how accepting the undertaking will benefit you personally.
Once you have reflected on the Acceptance portion of the process, turn your attention to the Analysis phase. Reflect on the methods and techniques for analysis that you have used this week and summarize those activities in a new post in your process journal. Where have you sought out research material? What kind of interesting things have you discovered? What sort of insights are you able to gather through your research so far? Document your reflections in the process journal.
This deliverable is considered as TWO separate journal entries to tumblr. One for Acceptance, and one for Analysis.

UNIT 9_CPS: DEFINITION

1. Conjunction Junction (individual)
Try describing five (5) different things (objects, spaces, paintings, people, etc) using **only** the conjunction **'and'** to specify their qualities. Follow up by describing the same things using only the conjunction **'but'** to specify their qualities. The purpose of the exercise is to reframe your thinking about the details of a subject matter by forcing you to describe it in a different way. Post to the digital platform with the results.

(Example: "*My Adidas NMD sneakers are all black **and** have a white midsole **and** contain red **and** blue blocks. The interior is elastic **and** snug **and** fits well without lacing tightly. The sole is squishy **and** has great traction*." & "*My Adidas NMD sneakers are all black **but** have a white midsole. The midsole is all white **but** contains two colored blocks: one blue, one red. The interior is a soft fabric **but** snug fitting even without lacing tightly. The sole is squishy **but** still has great traction*.")

2. Problem Statement Documentation (group)
Attempt to define the problem on your own and create a new post in your process journal to document the definition. Then get together and explain from your perspective the path you took to arrive at your definition and your rationale for its development. Discuss, critique, compare and contrast your definitions and make notes on what your group members have to say about your definition. How similar were all of the definitions? How different were they? What were the patterns and what were the outliers?

After sharing your individual problem definitions, come to a group consensus regarding what your final problem definition will be and add that definition to your submission to the LMS.

3. Process Journal: **Definition**
Reflect on the methods and techniques that your group used to define the problem and summarize those activities in a new post in your process journal. How did you come to a consensus on what characteristic of the problem needs to be addressed?

UNIT 10_CPS: IDEATION

1. Group Brainstorming and Debriefing Session (group)
Using your problem definition, come to a consensus on what your idea-generating question should be. While you brainstorm with your team, be sure to record everyone's ideas. Observe and visualize your brainstorming process (Do you do it remotely? What collaboration software do you use? Are you writing, drawing, or something else? How does everyone feel?). Limit the duration of your group brainstorming activity and make sure that you always have the prompt**, OR PROBLEM DEFINITION,** in front of you. Get as many ideas out as possible; the more the better. Once your brainstorming session is over, take a little time

to look at the ideas that you have generated as a group and attempt to make an effort to organize them in some logical fashion. Discuss some of your favorite ideas from each other and how you could combine different ideas in various ways. **DO NOT MAKE A FINAL SELECTION, BUT BE PREPARED TO BRING YOUR TOP THREE CHOICES TO THE LIVE SESSION FOR DISCUSSION AND FEEDBACK.** Submit a document highlighting your process to the LMS.

2. Process Journal: **Ideation**
Reflect on the methods and techniques that your group used to come up with ideas to address the problem you defined in the previous unit and summarize those activities in a new post in your process journal. What ideas were the outcome of your group brainstorming exercise? What were some of the standout ideas and discussion-points that came out of the debriefing session? Post to your blog.

3. Business Model Canvas (group)
Once you have made an **INITIAL** selection, complete a Business Model Canvas comprising key questions such as what is your revenue stream, what are key partnerships you'll need to forge, and what resources are vital to your operation. Use this template (https://upload.wikimedia.org/wikipedia/commons/1/10/Business_Model_Canvas.png) and fill out the fields as thoroughly as possible. The more detailed your canvas is, the more informed your implementation will be. Consider this a first pass at a business model, and one that your team will refine as you move forward in the Selection process.
This deliverable may be utilized during units 10 and 11. Final submission due with Unit 11 deliverables.

UNIT 11_SELECTION

1. Selection Documentation (group)
Using the ideas generated during the ideation phase, work with your team and use one or more of the decision-making methods and techniques to select an appropriate solution to your problem. What criteria did you use to select the solution? How do the pragmatic and logistical concerns around implementation affect the selection of your solution? How do you deal with compromises and coming to a consensus regarding the solution decision? Document your activities in the digital platform.

UNIT 12_IMPLEMENTATION

1. Prototype Documentation (group)
Now that you have selected your solution; keep sketching and refining your concept. How will you build your solution? What does it look like? How does it serve the audience you have selected? How can you begin to iterate on your earlier ideas? Document your activities in the digital platform.

2. Process Journal: **Implementation**
Reflect on the methods and techniques that your group plans to use to communicate the ways that your project should be implemented and summarize those thoughts in a new post in your process journal. How do you most effectively pitch your idea to various stakeholders? How do you visually communicate the objects, environments, systems, processes, and interactions involved in your project implementation?

UNIT 13_IMPLEMENTATION

1. Process Journal: **Implementation, pt. 2**
Reflect on how you and your team spent the week iterating on your solution. What were some of the success, and failure points? Did you have to pivot your idea? How did you generate visual assets for your solution? How can you put these to use in your final presentation materials? Summarize those thoughts in a new post in your process journal.

2. Prototype Iteration Documentation

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Document your process for prototyping and submit to the digital platform. How you and your team spent the week iterating on your solution. What were some of the success, and failure points? Did you have to pivot your idea? How did you generate visual assets for your solution? How can you put these to use in your final presentation materials and to further your collective ideas to realize your solution?

UNIT 14_EVALUATION

1. Team Evaluation Rubric (group)
As a team, define the rubric for evaluating each of the other team's creative problem solving processes, solutions and presentations. You will need to gauge how effectively they have addressed their problem definition as well as how clearly they communicate the idea to the audience during their presentation. We will review these drafted rubrics in class. Please submit to the LMS.
Once final presentations have concluded, individually fill out the rubric for each team that presents and submit them through the LMS after the final presentations.

2. Team Check-In and Reflection (group)
Take time, as a team to check-in and remind the group of your team norms. Did you stick to these agreements? Did you forget to observe them? How could your group have improved these collaborative agreements? Please submit to the LMS.

3. Process Journal: **Evaluation**
Reflect on the methods and techniques that are most appropriate for evaluating the performance of your groups implementation and summarize those thoughts in a new post in your process journal. How do you assess the outcome of the various phases of the creative problem solving process that your project has gone through? Create a post for your blog.

UNIT 15_DEFINING YOUR OWN PROCESS

1. Final Project Presentation. (group)
Create a multimedia presentation documenting how your team used the creative problem solving process to solve your problem. It should tell a narrative about your initial approach to the subject matter, how you analyzed and researched the subject in order to land on a specific problem definition, how you used a variety of techniques to generate ideas, and how you picked a solution from those ideas. Your presentation should outline the characteristics of how you would implement the solution, including what it looks like, how it works, and the logistical and pragmatic considerations behind its implementation. The presentation should be a 16:9 PDF but can include any variety of multimedia such as video, animation, audio, 3d models, etc. Your final work should nod to the CPS process, and utilize findings from the business model canvas. Time allotment to be selected by Instructor each semester. Post your final deck and any additional appendix items to the LMS.
Remember: other students will be evaluating your presentation for how effectively your implementation addresses the problem and how effectively your presentation communicates the project.

2. Self and Team Member Assessment.
Complete a self-assessment and an assessment of each member of your team. Write at least a paragraph about the contributions and performance of each team member in your group. You should be able to describe in detail what characteristics each team member contributed to the outcome of the project. You knowledge of your fellow team members contributions is evidence that you were thoroughly involved and are aware of how the project came together. Your self-assessment should include a number of ways that you believe you could improve your own level of performance in the next group project you become involved in. *Submit this document through the LMS AS A WORD DOC OR PDF.*

3. Evaluate Other Groups (group)
Utilizing your 'Team Evaluation Rubric,' gauge how effectively other teams have addressed and solved for their problem as well as how clearly they communicate the idea to the audience during their presentation.
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Individually fill out the rubric for each team that presents and submit them through the LMS after the final presentations.
Recommend a single google sheet with tabs for each team, and space for each team member on your team to fill out during the presentations.
 i.e. how the learning outcome will be assessed. Include any assessment and grading rubrics to be used.

Grading Breakdown

Assignment	% of Grade
Participation	10%
Quizzes	20%
Journal and Reflection Assignments	10%
Practice Assignments	30%
Final Presentation and Associated Deliverables	30%
TOTAL	100%

Quizzes – 20% of total grade

Title	Points Possible
Unit 1 | Methods +Techniques Quiz	100
Unit 2 | Methods +Techniques Quiz	100
Unit 3 | Methods +Techniques Quiz	100
Unit 4 | Methods +Techniques Quiz	100
Unit 5 | Methods +Techniques Quiz	100
Unit 6 | Methods +Techniques Quiz	100
Unit 7 | Methods +Techniques Quiz	100
Unit 8 | Methods +Techniques Quiz	100
Unit 9 | Methods +Techniques Quiz	100
Unit 10 | Methods +Techniques Quiz	100
Unit 11 | Methods +Techniques Quiz	100
Unit 12 | Methods +Techniques Quiz	100
Unit 14 | Methods +Techniques Quiz	100

Journal and Reflection Assignments – 10% of total grade

Title	Points Possible
Unit 1 | Mind-Map: How Do You Solve Problems?	Credit / No Credit
Unit 2 | Process Journal Set Up	Credit / No Credit
Unit 2 | Process Journal: Exploring Creativity	Credit / No Credit
Unit 8 | Process Journal: Acceptance	Credit / No Credit
Unit 8 | Process Journal: Analysis	Credit / No Credit
Unit 9 | Conjunction Junction	Credit / No Credit
Unit 9 | Process Journal: Definition	Credit / No Credit
Unit 10 | Process Journal: Ideation	Credit / No Credit
Unit 12 | Process Journal: Implementation	Credit / No Credit
Unit 13 | Process Journal: Implementation, Continued	Credit / No Credit
Unit 14 | Team Evaluation Rubric	Credit / No Credit
Unit 14 | Team Check In and Reflection	Credit / No Credit
Unit 14 | Process Journal: Evaluation	Credit / No Credit

Practice Assignments – 30% of total grade

Title	Points Possible
Unit 3 | Creative Problem Solving Interviews	100
Unit 8 | Team Norms Documentation	100
Unit 8 | Topic Selection + Research Documentation	100
Unit 8 | Morphological Analysis	100
Unit 9 | Problem Statement Documentation	100
Unit 10 | Brainstorming Documentation	100
Unit 10 | Business Model Canvas	100
Unit 11 | Selection Documentation	100
Unit 12 | Prototype Documentation	100
Unit 13 | Prototype Iteration Documentation	100

Final Presentation and Associated Deliverables – 30% of total grade

Title	Points Possible
Unit 15 | Final Documentation of Presentation	100
Unit 15 | Reflection/Self and Team Assessment	Credit / No Credit
Unit 15 | Evaluation of Other Team Presentations	Credit / No Credit

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

Assignment Submission Policy

All assignments must be delivered, per instructor guidelines, by 9 a.m. Pacific Time on the date (of that section's live session) that deliverable is listed as due. (Early submissions are, of course, encouraged!)

• Deliverables that exceed maximum page or time length requirements will only be assessed up to (and not beyond) that limit.

• Read and heed supplementary Assignment Details, distributed when each assignment is launched, carefully.

• Journaling assignments must be completed on Tumblr, and then require the student to post the relevant URL to the Assignments Upload Unit within the LMS.

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.

- 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

Grades will be shared within, or less than, a 2-3-week time period. You are encouraged to check in with your instructor at any time to better understand your standing in the course.

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 many 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

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

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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 4-unit course requires 1,500 minutes (25 hours) of instructional time per semester, which equals 100 minutes (1.666 hours) of instructional time each week. Instructional time may be further broken down into 50 minutes (0.833 hours) of asynchronous time and 50 minutes (0.833 hours) of synchronous time. In addition, it is expected that students will work, on average, an additional 200 minutes (3.333 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
*Please cross-reference with the Assignments section of the syllabus for greater details on deliverables.

Unit	Title and Topics	Deliverables
1	**Processes and Perspectives** • Interdisciplinary Focus • Engineering Environments • Business Environments • Design Environments • Workforce Skills 2020	Methods and Techniques Quiz_LMS Mind Map_LMS
2	**Exploring Creativity** • Introduction to Exploring Creativity • Defining Creativity • Attributes of a Creative Individual • Thinking About Creativity • Overcoming Obstacles	Methods and Techniques Quiz_LMS Process Journal Set-Up_tumblr Process Journal: Exploring Creativity_tumblr
3	**Creative Problem-Solving (CPS) Methods and Models** • Introduction to Creative Problem-Solving Methods and Models • Creative Problem-Solving Methods • Creative Problem-Solving Models • A Universal Creative Problem-Solving Model • Integrative Practices Residential	Methods and Techniques Quiz_LMS Creative Problem-Solving Interviews_LMS Contribute to the CPS_LMS
4	**Case Study 1_Theranos Part 1** • Introduction to the Case Study • Interview • Reading	Methods and Techniques Quiz_LMS *Read: Bad Blood Ch. 1 - 12*
5	**Case Study 1_Theranos Part 2** • Introduction to the Case Study • Interview • Reading	Methods and Techniques Quiz_LMS *Read: Bad Blood Ch. 13 - 24*
6	**Case Study 2_Facebook Part 1** • Introduction to the Case Study • Interview • Reading	Methods and Techniques Quiz_LMS *Read: Facebook Effect Ch. 1 - 8*
7	**Case Study 2_Facebook Part 2** • Introduction to the Case Study • Interview • Reading	Methods and Techniques Quiz_LMS *Read: Facebook Effect Ch. 9 - 17*
8	**Seven Stages of Creative Problem Solving_Acceptance and Analysis** • Introduction to Acceptance • Defining Acceptance • Methods and Techniques • Introduction to Analysis • Defining Analysis • Methods and Techniques	Methods and Techniques Quiz_LMS Team Norms Documentation_LMS (group) Topic Selection and Research Documentation_LMS (group) Morphological Analysis_LMS (group) Process Journal: Acceptance _tumblr Process Journal: Analysis _tumblr
9	**Seven Stages of Creative Problem Solving_Definition** • Introduction to Definition • Defining Definition • Methods and Techniques	Methods and Techniques Quiz_LMS Conjunction Junction_LMS Problem Statement Documentation_LMS (group) Process Journal: Definition_tumblr

10	**Seven Stages of Creative Problem Solving_ Ideation** • Introduction to Ideation • Defining Ideation • Methods and Techniques • Business Model Canvas	Methods and Techniques Quiz_LMS Brainstorming Documentation_LMS (group) Business Model Canvas_LMS (group) Process Journal: Ideation_tumblr
11	**Seven Stages of Creative Problem Solving_Selection** • Introduction to Selection • Defining Selection • Methods and Techniques	Methods and Techniques Quiz_LMS Selection Documentation_LMS (group)
12	**Seven Stages of Creative Problem Solving_Implementation** • Introduction to Implementation, Part 1 • Defining Implementation • Methods and Techniques	Methods and Techniques Quiz_LMS Prototype Documentation_LMS (group) Process Journal: Implementation_tumblr
13	**Seven Stages of Creative Problem Solving_Implementation** • Introduction to Implementation, Part 2 • Reconsidering Implementation • Additional Methods and Techniques • Teamwork Time	Prototype Iteration Documentation_LMS (group) Process Journal: Implementation_tumblr
14	**Seven Stages of Creative Problem Solving_Evaluation** • Introduction to Evaluation • Defining Evaluation • Methods and Techniques	Methods and Techniques Quiz_LMS Team Evaluation Rubric_LMS (group) Team Check-In and Reflection_LMS (group) Process Journal: Evaluation_tumblr
15	**Defining Your Own Process** • Introduction to Defining Your Own Process • Adapting and Individualizing the Creative Problem-Solving Model • Building a Culture of Sensitivity • Preparing for the Final Presentation	Final Presentations_LMS (group) Final Documentation of Presentions_LMS (group) Reflection/Self- and Team Assessment_LMS Evaluation of Other Team Presentations_LMS (group)

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.

Revised November 2021

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.