USC Iovine and Young Academy

Arts, Technology and the Business of Innovation

IDSN 560 Narrative and Storytelling
Units: 4.0
Spring 2022 / Thursdays / 5:30pm-7:20pm PT
Location: Online

Instructor: Lisa Krohn
Office / Office Hours: Virtual / By Appointment
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IT Help: Digital Campus Online Technical Support
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Course Description
The ability to share one's creative vision, thoughts, or products in a manner that is resonant to those within a target audience is critical in an array of situations. The resonant story is one that communicates to listeners, readers, or viewers in a manner that reflects a nuanced understanding of how one thinks, feels, reacts, and behaves. It is through depth of insight and effective communication that innovations diffuse, art is championed, content is consumed, services are rendered, products are purchased or adopted. This course explores the various written, spoken, and visual ways in which stories can be envisioned, assembled, and shared – both historically and in contemporary contexts across audiences and for different purposes, using existing or creating new multimedia methods and tools. Accompanying this exploration is instruction in communication theory and the narrative structures and content most effective at evoking a powerful and meaningful audience response.

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 the foundational and generalizable components of stories, including semiotic syntax, user viewpoints and cultural perspectives.
- Differentiate between story types, form, context, and content.
- Create independent narratives for effective use in an array of personal and organizational settings (e.g., design agency, engineering firm, startup venture).

Prerequisite(s):
IDSN 510 Integrative Practices Residential; IDSN 540 Processes and Perspectives

Course Notes
This course will be conducted online, using a combination of synchronous and asynchronous methods. Students are responsible for all additional assigned material, including video lectures, interviews, and reading materials offered by the instructors throughout the course.

Technological Proficiency and Hardware/Software Required
Students must provide their own laptop. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video; communicating using video conferencing applications; and creating and storing large multimedia files.

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

Required Readings and Supplementary Materials

Required content and readings may be assigned by faculty and will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of available outlets; in all instances, the material will be delivered via computer. Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion).

Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable across four modules in the course: The Medium is the Message; Performance; Professional Storytelling; Thinking Long Term. Unless specified otherwise, all assignments will be submitted within the 2U Learning Management System (LMS). If you experience technical difficulties submitting assignments, email the course instructors directly and utilize 2U student support for assistance. Additional assignment details will be provided separately.

1.1 – Pick A Spread, Any Spread

Obtain or borrow a physical copy of *The Medium is the Massage* by Marshall Mcluhan. Familiarize yourself with the text, and select a spread (two consecutive pages) based on intuition, content, or other methods. Upload a scan of the spread you choose (as a PDF).

1.2 – The Medium Is The Message, Part 01

Recreate the spread you selected, using one of the following media discussed in the asynchronous content: Film, VR, Gaming, Comics/The Graphic Novel, Social Media. The recreation should not be a literal reproduction, but instead a reinterpretation of the spread based on your own perception of its

meaning as well as the unique strengths of the medium you select.

1.3 – The Medium Is The Message, Part 02
Recreate the spread you selected again, this time using one of the following media discussed in the asynchronous content: Poetry, Short Story, Essay, Environmental Graphics, Photography. The recreation should not be a literal reproduction, but instead a reinterpretation of the spread based on your own perception of its meaning as well as the unique strengths of the medium you select.

1.4 – The Medium Is The Message, Part 03
Create a 3-slide pitch for a site-specific installation, exhibition, or platform that recreates your spread by combining at least three of the following mediums into one experience: Film, VR, Gaming, Comics/The Graphic Novel, Social Media, Poetry, Short Story, Essay, Environmental Graphics, Photography. Be prepared to share the pitch in the live session.

2.1 – PechaKucha, Part 01
Create an initial draft of your PechaKucha talk. As this initial upload is intended to serve as a draft, your deliverable can be as detailed in regards to final design as you find necessary to communicate the narrative of your talk. The talk must utilize 20 slides, and can be about anything of genuine interest to you (it does not have to be serious).

2.2 – Pecha Kucha, Part 02
Finalize your PechaKucha talk and slide deck. Take time to practice your talk, and be prepared to deliver your PechaKucha talk in the live session.

3.1 – Goals And Strategies
Work in teams to select a product, service, or business that you will focus on throughout the "Professional Storytelling" chapter of the course. Create a Goal (overall vision for the purpose of the campaign) and define a Strategy (specification of the specific stakeholders/personas you hope to reach) for the product, service, or business you selected, using the methodology covered in Unit 9. Be prepared to share in the live session.

3.2 – Objectives And Tactics
Work in teams to set Objectives (accountability/success metrics) and explore Tactics (specific marketing activities/campaign output) for a new marketing campaign for the product, service, or business you selected, using the methodology covered in Unit 10. Be prepared to share your progress in the live session.

3.3 – Professional Storytelling Strategy Deck
Finalize your project by creating one cohesive Professional Storytelling Strategy Deck (10 slides maximum) that serves as a "pitch" of your concepts and strategy to the product, service, or business you selected. Be prepared to share in the live session.

4.1 – Signals, Emerging Issues, Trends
Collect 2 signals, 2 emerging issues, and 2 trends relevant to the future of storytelling. Include an image and brief description for each. Be prepared to share in the live session.

4.2 – Scenarios
Write 4 scenarios on the future of storytelling using the alternative futures/archetypes of the future framework (Growth, Constraint/Discipline, Collapse, Transformation). Each scenario should be a maximum of 300 words. You can write in any style or perspective you would like. Scenarios must be written only (no visual aids or supplements are allowed in this assignment). Be prepared to share in the

live session.

4.3 – Diegetic Object
Create a diegetic object to accompany a selected scenario from exercise 4.2. This object can be any visual artifact that helps to bring your scenario to life. For example: A physical object, a digital product, a drawing, an advertisement, a film, etcetera. Build a two-slide presentation to submit and share in the live session, where slide one is your diegetic object and slide two is a summary of your scenario.

Grading Breakdown

Assignment	Points	% of Grade	date due
Participation	100	10%	
1.1 Pick a Spread, Any Spread	0	0%	1/13
1.2 The Medium is the Message, Part 1	50	5%	1/20
1.3 The Medium is the Message, Part 2	50	5%	1/27
1.4 The Medium is the Message, Part 3	100	10%	2/3
2.1 PechaKucha, Part 1	50	5%	2/17
2.2 PechaKucha, Part 2	100	10%	2/24
3.1 Goals and Strategies (Team)	100	10%	3/10
3.2 Objectives and Tactics (Team)	100	10%	3/24
3.3 Professional Storytelling Strategy Deck (Team)	100	10%	3/31
4.1 Signals, Emerging Issues, Trends	50	5%	4/7
4.2 Scenarios	100	10%	4/21
4.3 Diegetic Object	100	10%	4/28
Total	**1000**	**100%**	

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

Letter Grade	Numerical Score
A	95-100
A-	90-94

B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Rubrics
The instructor will provide evaluation and grading criteria for assignments throughout the course.

Assignment Submission Policy
All assignments must be delivered by the date and time (**Pacific Time)** that deliverable is listed as due per instructor guidelines. The instructor(s) will provide due dates for all assignments and deliverables during the first week of the Capstone. Late assignments will be subject to the late submission policy indicated below. **All assignments must be completed in order to pass this class.**

Late Submissions
Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the below are the extensions.

Submission in the 24 hours after the deadline	10% deduction
Submission between 24 and 48 hours after the deadline	20% deduction
Submission between 48 hours and 3 days after the deadline	50% deduction
Submission more than 3 days after the deadline	100% deduction

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

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

Correcting a Grading Error or Disputing a Grade
If you don't inform the instructor of missing or incorrect grades within two weeks of those grades being posted, the grades will be assumed correct. Do not wait until the semester's end to check or appeal any grades. If you feel a grade merits re-evaluation, you are encouraged, within one week of the instructor providing a grade and initial feedback, to send the instructor a memo in which you request reconsideration. The memo should include a thoughtful and professional explanation of your concerns. Be aware that the re-evaluation process can result in three types of grade adjustments:

positive, none, or negative. (Note: Complaints on the date of a graded assignment's return to you will not be addressed; it is essential to wait one full day prior to raising a concern.)

Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by ⅓ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Additional Policies

Class notes policy: Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relation to the class, whether obtained in class, via e-mail or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

No recording and copyright notice: No student may record any lecture, class discussion or meeting with the instructor without his/her prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The instructor reserves all rights, including copyright, to his/her lectures, course syllabi and related materials, including summaries, slides (e.g., Keynote, PowerPoint), prior exams, answer keys, and all supplementary course materials available to the students enrolled in the class whether posted to the LMS or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with The USC Office of Disability Services and Programs and the instructor.

Participation: Students are expected to actively participate in this course. In an online forum, participation includes:
- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention (with camera on) in synchronous sessions
- Significant collaboration with classmates and teammates

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

Contact Hours

This 4-unit course requires 3,000 minutes of instructional time per semester. During fall and spring, this equals 200 minutes (3.333 hours) of instructional time each week. Instructional time may be further broken down into 100 minutes (1.667 hours) of asynchronous time and 100 minutes (1.667 hours) of synchronous time. In addition, it is expected that students will work, on average, an additional 300 minutes (5 hours) per week outside of class—on readings/viewings, homework assignments, field experiences, and individual or team projects. Synchronous class sessions will be offered as regularly scheduled evening or weekend classes, once each week.

Course Schedule: A Weekly Breakdown

Unit	date	Topic	Assignments
Module 1: The Medium is the Message			
1	1/13	**Welcome to Narrative and Storytelling** • Course Introduction • Professor Introduction • What Makes A Good Story?	Assignment 1.1
2	1/20	**History, Examples, Use-Cases, And Value Of The Medium** • Film, Virtual Reality, Gaming, Comics and The Graphic Novel, Social Media	Assignment 1.2
3	1/27	**History, Examples, Use-Cases, And Value Of The Medium** • Poetry, Short Story, The Essay, Environmental Graphics, Photography	Assignment 1.3
4	2/3	**Perspectives On Storytelling Across Industries** • Storytelling In Film • Storytelling In Art/Illustration • Storytelling In Writing	Assignment 1.4

		• Understanding The Audience	
Module 2: Performance			
5	2/10	**Introduction To Public Speaking And The Pecha Kucha** • Overview Of Forms Of Public Speaking	
6	2/17	**Best Practices And Common Mistakes** • Best Practices For Public Speaking • Designing Good Slides • Common Mistakes In Public Speaking	Assignment 2.1
7	2/24	**Listening As A Practice** • What Is Listening? Perspectives From The Field	Assignment 2.2
Module 3: Professional Storytelling			
8	3/3	**Career Pathways And Opportunities** • Introduction To Career Pathways In Storytelling • Industry Experts About Their Career Path	
9	3/10	**Creating Goals And Defining Strategies** • Professional Case Study Part 01 • Deep Dive: Creating Goals • Deep Dive: Defining A Strategy	Assignment 3.1
10	3/24	**Setting Objectives And Exploring Tactics** • Professional Case Study Part 02 • Deep Dive: Setting Objectives • Deep Dive: Exploring Tactics	Assignment 3.2
11	3/31	**Creating Goals And Defining Strategies** • Professional Case Study Part 03 • Deep Dive: Measuring Success • Additional Case Studies	Assignment 3.3
Module 4: Thinking Long-Term			
12	4/7	**Introduction To Strategic Foresight** • Introduction To Strategic Foresight • What Does A Futurist Do? • Signals, Trends, Emerging Issues	Assignment 4.1
13	4/14	**Strategic Foresight Methodologies** • Alternative Futures • 3 Horizons • Futures Triangle	

14	4/21	**Projects & Perspectives** • Designing The Future • Perspectives On Design's Role In Strategic Foresight	Assignment 4.2
15	4/28	**Diegetic Objects** • Creating Artifacts Of The Future • Final Review And Course Conclusion	Assignment 4.3

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:
Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
-213-740-9355 (WELL
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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

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

USC Policy Reporting to Title IX (213) 740-5086

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

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

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.