

USC Iovine and Young Academy

Arts, Technology and the Business of Innovation

IDSN 545 Integrative Project

Units: 3.0

Spring 2022–Tuesdays–7:30pm–9:05pm

Location: Online

Instructors: Chris Swain & Aswin Pranam

Office / Office Hours: Virtual / By Appointment

Contact Info: For Chris Swain: cswain@usc.edu, 310-403-0798;

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Course Description

IDSN-545 Integrative Project is a project-based course that uses human-centered design methodologies to identify and explore a specific problem space or context in small, diverse teams. The course is faculty-mentored and requires students to apply parallel learning and discovery from the core courses in the program. Through successful completion of this course, students will deliver a tangible project and simultaneously secure deeper conceptual and practical understanding, as well as develop their applied competencies at the intersection of design, business, and technology. Students are required to complete at least one integrative project during the degree program.

Learning Objectives and Outcomes

Students in this course will demonstrate progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior and current semesters. Upon completing this course, students will be able to:

- Apply their accumulated knowledge through a deep-dive, hands-on exploration of three of the four core themes in the program.
- Develop proficiency through practice, in challenges of increasing scope and complexity.
- Build and communicate effectively within multidisciplinary, multi-perspective teams.

Prerequisite(s): None

Course Notes

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

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)	<ul style="list-style-type: none">• 2.6 GHz dual-core Intel Core i5 or 2.0 GHz quad-core Intel Core i7• Minimum 13" display• 250 GB SSD or larger• 16 GB memory	<ul style="list-style-type: none">• Intel Core i5 or Intel Core i7• Minimum 14" display• 250 GB SSD or larger• 16 GB memory

Warranty	<ul style="list-style-type: none"> Manufacturer warranty or extended warranty coverage (AppleCare) 	<ul style="list-style-type: none"> Manufacturer warranty or extended warranty coverage
Operating System	<ul style="list-style-type: none"> Mac OS X 10.13 or higher 	<ul style="list-style-type: none"> Windows 7, 10 operating system or higher
Peripherals	<ul style="list-style-type: none"> HD webcam, speakers and microphone (Most newer laptops have built-in webcam, speakers and microphone) Headset Digital camera (Cameras on newer smartphones are acceptable) External drive for cloud account for backup and storage 	
Software	<ul style="list-style-type: none"> Adobe Creative Cloud (Photoshop, Illustrator, and InDesign) Adobe Acrobat Reader Microsoft Office Suite Sophos Endpoint Security (antivirus) Browser: Most recent version of Firefox, Chrome, Safari, or Internet Explorer 	
Network	<ul style="list-style-type: none"> Cable modem, DSL, T1/T3 or higher 	

Required Readings and Supplementary Materials

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.

Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable. 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.

Executive Summary (individual)

Each student will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers, faculty, and industry experts. You may format your executive summary in any way you see fit to best sell your idea, but as a minimum, please address each of the following:

- Goal of the project (subject area you are focusing on, symptom or pain points you are addressing, opportunity to identify)
- Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to excite and attract teammates.
- Resources/knowledge do you have available (technical, conceptual, human, financial)
- What do you not know about the project area?
- Notes about important roles/duties for the project in the following four areas:
 - Leadership, Design, Business, Technology

Revised Executive Summary (team)

Team will revisit the original proposal, and as a group will draft a revised project summary.

Mind Map (team)

A visual representation of the project's scope and direction. The Mind Map will include branches representing anticipated or intended audience for the project idea or product and potential mediums or formats that would be appropriate for message and audience. Mind Map will also identify **at least three research areas** and **key questions** to be asked and answered in the project. It should also uncover some **known unknowns**.

Initial Research and Annotated Bibliography (team)

Having previously identified areas to be researched, or "known unknowns", an outline of what the research produced and conclusions reached including:

- Indicate the question researched (ideally, this will tie out to the mind map Research nodes you brainstormed)
- For each section/conclusion *indicate the members involved* in that research (every team member is expected to contribute to this research)
- Summarize the findings. We don't need to wade through pages of detail, but they should clearly be reflected and in many cases, specifics should be footnoted or put into an appendix.
- Annotated Bibliography of sources for research
- Identified **areas to conduct human research/interviews**

User Research (individual)

The team will divide up human research/interview areas identified in the previous research. EACH member must conduct interviews and summarize their findings from each subject. Individual members should share their conclusions with the group to help form an updated Problem Definition.

Research Insights (team)

Synthesize conclusions from all stages of research and highlight most valuable findings. This is a team deliverable and should be combined into a maximum 1-3 page document, so these should be findings across all secondary and individual primary research.

Problem and Solution plus 3 Features Presentation (team)

Discussion of defined problem statement, proposed solution, and three core features of your project to date. Make sure you are addressing the target audience (not instructors) and that you are engaging the needs and interests of your potential customers. Ensure that each proposed feature addresses a need, pain point, or desire of the target audience.

- First slide must define the core problem for the problem/project
- The solution should be presented with a maximum of three slides
- The features should be presented at a high level and illustrate intended value

Team-Defined Deliverable (team)

Pitch a team-defined deliverable, choosing from the set of methodologies and frameworks offered by your instructor(s), or propose another deliverable and provide reasoning to instructors for approval. The goal of this deliverable is to fill in a gap in your project work, and/or address an identified need not outlined in the course and syllabus. Additional details will be provided in the live sessions prior to this assignment.

Deliverables, Milestones and Gantt Chart (team)

Specifications for what activities and deliverables will be completed, by whom, and when. You will map the timelines, responsibilities, and internal team deadlines to meet the needs of this project during the production and testing phases.

Weekly Group Check-Ins (team)

Progress update. Teams must submit weekly check-ins during the production phase as outlined in the Course Schedule. Instructors will provide a template to help in formatting the weekly team summaries.

User Feedback (team)

Get your product in front of real people and get their feedback. This could be potential customers, stakeholders, employees, etc. Whether your project is at the business plan + mock-ups, field testing, or is a mature product in beta, it is always useful to get reactions, suggestions and insights from actual people who are not part of your project. For this deliverable, besides some higher-level summary of the findings, you should have actual quotes with attributions. And yes, you can use some of your peers from the program as subjects but must also have non-USC people – for subjects you can draw on industry, your current companies, connections you've made through the project, and even (and sometimes most importantly) the general public.

Final Presentation (team)

Presentation and public launch of the project. In your final presentation, also consider the future implications and grand vision of your initiative, informed by material on Thinking Long Term from Narrative and Storytelling.

Handoff Document (team)

Final project handoff information for future teams. This document will bring a brand-new team up to speed on your project. The handoff should include from high-level view to granular details. There are two elements of the handoff document: A one- to three- page "cover sheet" pdf, and a zip archive of files and documents from the project.

Cover Sheet for Handoff Document (pdf or doc):

- Project title/name and date
- List of all team members
- Abstract: A one-to-four sentence description
- Summary of semester work: In about a half page, describe where the project started this semester, the progress/outcome of the semester's work, and general thoughts on "next steps" beyond this semester.
- Reserving the project: Yes/No. If yes, and you do NOT want the project to be open to future groups to take over, write up the parameters your team plans. I.e. members A, B, and C plan on taking it to another IP, to Capstone, starting up a new business venture, etc. NOTE: Only projects originated/conceived by the group are eligible.
- Link to Project Archive: Should include all presentations, weekly updates, research materials, group ideation exercises, and anything your team made or found that applies to the project.

Final Project Assessment (*no deliverable*)

An evaluation of the progress and quality of your project through the semester as represented by the final presentation, handoff document, and your peer evaluation. No additional deliverable is required for this assignment.

Grading Breakdown

Assignments	Points	Weight
Executive Summary (Project Pitch)	25	2.5%
Revised Executive Summary	30	3%
Mind Map	50	5%
Initial Research and Bibliography	50	5%
User Research	60	6%
Research Insights	50	5%
Problem and Solution plus 3 Features Presentation	75	7.5%
Team-Defined Deliverable	50	5%
Deliverable, Milestones and Gantt Chart	50	5%
Weekly Check-Ins	10 x 6	6%
User Feedback	50	5%
Final Presentation	150	15%
Handoff Document	50	5%
Final Project Assessment	250	25%
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
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Assignment Rubrics

Detailed assignment rubrics will be made available by the course instructors in the first week of class.

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 $\frac{1}{3}$ 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 2-unit course requires 750 minutes of instructional time per semester. In the summer, this equals 63 minutes (1.05 hours) of instructional time each week. Instructional time may be further broken down into 31.5 minutes (0.525 hours) of asynchronous time and 31.5 minutes (0.525 hours) of synchronous time. In addition, it is expected that students will work, on average, an additional 126 minutes (2.10 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

Week	Unit	Title and Topics	Readings	Deliverables
1	1	Ideas and Teams	Project Overview	Executive Summary (individual)
2	1	Ideas and Teams	Project Pitches	Project Pitches (live) and Project Survey
3	1	Ideas and Teams	Teams	Revised Executive Summary
4	2	Research and Definition	Brainstorming and Mind Mapping	Mind Map Research and Annotated Bibliography
5	2	Research and Definition	Research Problem Definition	User Research (individual) Research Insights
6	2	Research and Definition		Weekly Check-In 1 Problem Plus Solutions and Three Features Presentation
7	3	Production	Gantt Charts Deliverables and Milestones	Weekly Check-In 2 Deliverables, Milestones and Gantt Chart
8	3	Production		Weekly Check-In 3 Team-Defined Deliverable
9	3	Production		Weekly Check-In 4
10	3	Production		Weekly Check-In 5 User Feedback
11	3	Production		Weekly Check-In 6
12	4	Presentation	Final Presentations	Final Presentation (live) Handoff Document Final Project Peer Assessment Survey Final Project Assessment (no deliverable)

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.