

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

ACAD 475A: The Garage Experience

Units: 04-08

Fall 2022–MW–12:00-2:50pm

Location: IYH 110

Instructor: Matthew Manos

Office: N/A

Office Hours: By Appointment

Contact Info: manosm@usc.edu.

Timeline for reply: within 48 hours.

IT Help:

<https://uscedu.sharepoint.com/sites/IYASStudent/SitePages/IT-Resources.aspx>

Hours of Service: 9 a.m. – 6 p.m.

Contact Info: iyahelp@usc.edu

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Course Description

Academy capstone experience, innovative projects leading to operational prototypes and viable enterprises, mentored by faculty and industry experts. This capstone course comprises exploration, experimentation, and self-directed work on special projects. The course also includes labs, workshops, demos, and formative and summative critiques that students will propose and help structure. Students will build skills to develop innovative projects and produce operational prototypes. They have access to cutting edge hardware, software and mechanical tools for the production of prototypes, promotional materials and the development of professional presentations. Faculty from a variety of disciplines, industry experts and visionaries, and peer mentors will work with students to help them conceptualize their ideas and test their work with authentic audiences and consumers.

By the end of the first semester, students complete and launch an MVP, which they will further develop and iterate upon in the second semester. The semester begins with an overview of the course as well as deep reflection into the goals and vision for each project. Next, students will challenge their ideas through creative prompts, and an exploration into the direct and peripheral competitive landscape the idea exists within. As students work to develop their prototype, guest experts in the topics of prototyping, technology, and business will lead select “take over” sessions to further challenge the ideas, and provide additional perspective. The course will ultimately conclude with a pitch that represents the half-way point in the course as a whole.

Learning Objectives and Outcomes

In Garage Experience I, taught in the fall semester, students will focus on developing and refining an MVP for their venture. The course will ultimately result in a clear vision and direction for students to push forward into Garage Experience II. In addition, students will gain hands-on experience in project planning, mission statement development, branding and marketing, competitive analysis, prototype development, valuation, business model development, and customer feedback acquisition.

Prerequisite(s): ACAD 377a, 377b

Co-Requisite(s): N/A

Concurrent Enrollment: N/A

Recommended Preparation: N/A

Required Readings and Supplementary Materials

Suggested readings and supplementary materials:

1. Materials, or links to materials, will be posted on Blackboard

Description and Assessment of Assignments

The following is a breakdown of the assignment expectations. Unless otherwise noted, all submissions will be in the PDF format, and will be due prior to the class session via email.

1. **Creative prompt:** Each student will bring a creative ideation/inspiration prompt for teams to do. This prompt must be printed on a small piece of paper (think fortune cookie size). Each prompt will be put in a bucket, which students will draw from.
2. **Science Fair Presentations:** Students will participate in a “speed dating” event to share their elevator pitch with as many participants as possible, including people who may have no familiarity with the project.

Students will be assessed on the clarity of their project explanations, entirely based on participant evaluations post-event (measured on a scale of 1 to 10, with “1” being least clear, and “10” being most clear).

3. **Project Update 01:** Students share progress for feedback. Specifically, this will be a chance for students to provide a succinct overview of their project, the problems (opportunities) they have identified, and initial assumptions of the direction the MVP may take. The report-out must include a visual representation of the project that helps communicate the MVP's direction, and a brief overview of the work completed in the class thus far: landscape analysis, value proposition, and elevator pitch. This presentation will also be a chance to practice clear and efficient communication, as each team will only be given 5 minutes to present. **Criteria for evaluation to be shared on Blackboard.**
4. **Deliverable 01:** A brief report summarizing the findings from the Landscape Analysis, Value Proposition, Elevator Pitch, and Low-Fidelity prototyping exercises. **Criteria for evaluation to be shared on Blackboard.**
5. **Project Update 02:** Same structure and expectations as Project Update 01, with a special focus on the results from the "MAKE" and "TEST" exercises.
6. **Deliverable 02:** A brief report summarizing the work completed and lessons learned from the "MAKE" and "TEST" exercises. Same expectations as Deliverable 01.
7. **Halloween Costume:** Dress as your project! Students/teams will dress as their project, and present their costumes to people who are unfamiliar with their projects in order to see how the costume is interpreted. Students will receive 23 points for participating. The top 3 costumes will receive 25 points, based on audience vote.
8. **Deliverable 03:** A brief report summarizing the work completed and lessons learned from the "ITERATE" and "LAUNCH" exercises. Same expectations as Deliverable 01.
9. **Final Project Presentation:** Students will present all of the work they have developed throughout the term. **Criteria for evaluation to be shared on Blackboard.**
10. **Final Project Digital Submission:** Students submit their final presentation decks during final's week, with any suggested corrections made. The deck must stand on its own, serving as a "leave behind" that can speak for itself. **Criteria for evaluation to be shared on Blackboard.**
11. **Participation:** As the course is an incubator-like environment, students are expected to be active participants in the classroom, for their own teams and projects, but also as advisors to the teams and projects of other classmates. The participation grade will be informed by active participation in class, and observation of activities in small groups.

Grading Breakdown

Assignment	Points	% of Grade
Science Fair Presentations	50	5%
Project Update 01	125	12.5%
Deliverable 01	75	7.5%
Project Update 02	125	12.5%
Deliverable 02	75	7.5%
Deliverable 03	100	10%
Halloween Costume	25	2.5%
Final Project Presentation	200	20%
Final Project Digital Submission	200	20%
Participation	25	2.5%
Total	1,000	100%

Grading Scale (Example)

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

Unless otherwise noted, all assignments must be submitted as a PDF presentation. For assignments delivered in class (such as presentations), the work must be completed before the commencement of the class session in which the assignment is due. For assignments that are designated for virtual submission, one team member is expected to submit the assignment to manosm@usc.edu (unless otherwise specified) by COB (6:00pm) the day the assignment is indicated as due.

Grading Timeline

Grades and feedback for all assignments will be returned to students within one week of submission.

Grades will be provided over email. Students are encouraged and expected to keep track of their status in the class through documenting these grades. If at any point, a student is uncertain about their status in the class, students may email manosm@usc.edu.

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. Additionally, students who need accommodations for religious observations should provide advanced notice to instructors and student athletes should provide Travel Request Letters. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Fall 2022 addendum:

- Unless students provide an accommodation letter from USC's Office of Student Accessibility Services (OSAS) or a letter from IYA Student Services detailing visa or travel restrictions, attendance and active participation is expected in the classroom. Any student with such accommodations should submit their accommodation document to the instructor as soon as possible to discuss appropriate accommodations. Either classroom recordings or live remote access to the class via Zoom will be provided.
- Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of any class sessions that you can't attend for medical reasons, and accommodations will be arranged to view recorded lectures and submit alternatives to any missed class participation. Students will not be penalized for not attending class in person under these circumstances.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19.

Iovine and Young Hall Cleanout

The Academy is unable to store student projects and materials beyond the end of the semester. Students must remove all projects and personal materials from the Creators Studio, lockers/locker room, and other classrooms by the end of each semester. All projects and materials left in Iovine and Young Hall will be discarded two days after final exams end. No exceptions.

Additional Policies

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

Course Schedule: A Weekly Breakdown

Blue text = Assignment due

Red highlight = Zoom day

Week	Session 01 (Monday)	Session 02 (Wednesday)
01	8/22: What we know: Course overview; Goal Setting Workshop; Group work and team dynamics	8/24: Thinking differently; exercises in ideation, practicing inspiration and observation; Creative prompt
02	8/29: Competitive Analysis Part 01: Defining the world(s) of your project; Landscape Analysis; Desk Research	8/31: 1:1s (Landscape Analysis)
03	9/5: HOLIDAY: No Class	9/7: Competitive Analysis Part 02: Value Proposition; Developing an Elevator Pitch
04	9/12: Science Fair Presentations	9/14: 1:1s (Science Fair Debrief; Project Update 01 Prep)
05	9/19: Creating an MVP Part 01: Low Fidelity Prototyping (Trent takeover)	9/21: What are investors looking for? Building a compelling venture with IYA's EIR (JM takeover)
06	9/26: 1:1 Business Coaching with IYA's Entrepreneur-in-Residence (JM takeover)	9/28: Project Update 01 + Deliverable 01
07	10/3: Tech Coaching (PD & MC takeover)	10/5: 1:1s (General Check-In)
08	10/10: Creating an MVP Part 02: MAKE!	10/12: Creating an MVP Part 02: TEST!
09	10/17: Project Update 02	10/19: Project Update 02, Cont. + Deliverable 02
10	10/24: Tech Coaching (PD & MC takeover)	10/26: 1:1s (General Check-In)
11	10/31: Halloween Costume Project	11/2: Creating an MVP Part 03: ITERATE!
12	11/7: 1:1 Business Coaching with IYA's Entrepreneur-in-Residence (JM takeover)	11/9: 1:1 Business Coaching with IYA's Entrepreneur-in-Residence (JM takeover)
13	11/14: Tech Coaching (PD & MC takeover)	11/16: Creating an MVP Part 04: LAUNCH!
14	11/21: 1:1 Meetings (Final Presentations); Deliverable 03	11/23: HOLIDAY: No Class
15	11/28: Final Presentations (Day 01)	11/30: Final Presentations (Day 02)
Study Days		
Final Exam Slot (Date TBD): Final Deliverable due by end of final exam slot		

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.

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.