

IDSN 546 Integrative Studio

Units: 2.0

Fall 2022 – Wednesdays – 7:30pm-9:20pm

Location: Online

Instructor(s): Scott Armanini & Lisa Krohn

Office / Office Hours: Virtual / By Appointment

Contact Info: sarmanin@usc.edu; lrkohn@usc.edu

IT Help: Digital Campus Online Technical Support

Contact Info: 1-833-740-1273,

TechSupport@digitalcampus.2U.com

Course Description

IDSN-546 Integrative Studio is a project-based course that uses human-centered design research and methodologies to identify and explore a specific problem space or context as an individual or in small, diverse teams. The course is faculty-mentored and requires students to apply learning and discovery from IDSN 545 Integrative Project Lab and other core courses in the program. Through successful completion of this course, students will deliver a tangible project concept that has desirability, feasibility, and viability while simultaneously securing deeper conceptual and practical understanding of industry/domain exploration. The project will require research, exploration, experimentation, ideation, testing, iteration, and communication of the concept. Students will need to work rigorously within the timeline and schedule that is required to achieve the stated goals. The course meets formally once a week in a synchronous live session. The class will be supported by in-class formative and summative critiques designed in conjunction with members of the class, mentoring faculty, and industry experts. A general framework of major milestones, objectives and key results will be adapted to individual projects. Students will be required to present their final project solutions to a team of faculty and industry experts at the end of the semester. Students are allowed to complete multiple studio projects during the degree program.

Learning Objectives and Outcomes

Students will demonstrate a progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior scholarly work in the program. Upon completing this course, students will:

- Apply primary and secondary research methods to unlock opportunities and insights toward the project concept.
- Identify markets and competition related to the project concept.
- Generate unique ideas and iterate upon a variety of solutions to be tested.
- Develop products, services, and plans to launch projects, articulating processes with depth.
- Communicate and present ideas concisely using any and all effective modalities to potential stakeholders, faculty, and industry experts.
- Develop proficiency through practice, in challenges of increasing scope and complexity.

Prerequisite(s):

IDSN-545 Integrative Project Lab.

Recommended Preparation

In order to maximize the time and collaborative work dedicated to Studio projects, it is recommended students get organized prior to the start of the semester and begin preparing to submit a studio project plan proposal, which is due before the first synchronous live session. Students are allowed to work on

studio projects or in self-identified teams. Instructors will not assign teams for this course. Detailed studio project plan proposal instructions are outlined below. Instructor(s) will evaluate each project proposal based on merit and potential, through the lenses of desirability, feasibility, and viability.

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

For IDSN 546 Integrative Studio, all students are required to identify readings relating to their project and scope of research, and listed in the Project Plan Proposal for review by faculty. In addition, 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.

Studio Project Plan Proposal

Each student will provide an initial studio project plan proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to faculty for review in the first week of class. Proposals must be written using the template provided (in Google Document format) and submitted via email to instructor(s) prior to the first live session. Instructor(s) will work with the students to set deadlines, process, and any additional deliverables for the semester. The studio project plan proposal should address the following as they apply to the project:

- Names of all team members (students may work solo or enter the course as a team)
- What is the project name (or working title)?
- Have you worked on this project in previous courses?
- What are the specific goals of this project?
- Describe the problem and opportunity area you plan to address?
- Who do you see as the target audience of this problem or unmet need?
- What is the potential for innovation and/or meaningful impact?
- What are the desired results for this semester (research, case studies, prototype, user testing, MVP, or something else)?
- Will this project be submitted for Capstone consideration?
- Is there anything else you'd like to add for consideration?

Executive Summary Presentation

Each student or team will present an introductory overview of the studio project in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers and faculty. You may utilize any mediums/media you see fit to best explain your idea, but visuals are required (like a deck or video, etcetera), and address each of the following:

- Goal of the project (subject area you are focusing on, symptom or pain points you are addressing, opportunity identified)
- Current or Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to inspire interest in the project.
- Resources/knowledge you have available (technical, conceptual, human, financial)
- What do you not know about the project area? What activities will the team undertake this semester to fill in the gaps (i.e. research methods, development tactics, etc.)?
- Notes about roles/duties for the project (if a team has been assembled)
- Anything else that you have time for and deem relevant to the project

Weekly Check-Ins

Progress update. Students must submit weekly check-ins for the weeks noted in the course schedule so as to provide regular updates of progress, challenges, and requests for feedback and help from instructor(s). A formatted template for the weekly check-ins will be provided.

Studio Project Milestone Demo I

Demonstration and discussion of the defined problem statement, proposed solution, core features, and research relating to your project. Make sure you are addressing the target audience and that you are engaging the needs and interests of your potential audience. Include project recommendations and next steps based on results from all research and testing to date.

Studio Project Milestone Demo II

Demonstration and discussion of the defined problem statement, proposed solution, core features, and research relating to your project. Make sure you are addressing the target audience and that you are engaging the needs and interests of your potential audience. Include project recommendations and next steps based on results from all research and testing to date.

Final Project Presentation

Presentation of the semester's work and current status of the project. In your final presentation, consider the future implications and grand vision of your initiative, informed by research and development throughout the Integrative Studio course.

Handoff Document and Archive (team):

The Project Handoff document is a statement of intent on behalf of the student and/or team that will be archived by the program. The deliverable is a collaborative effort from the team and includes the following format:

- Project name and date
- Abstract: One-to-four sentence summary description
- List of team members and areas of responsibility
- Summary of semester work: Revisit the Project Plan Proposal document and provide an update on where the project started, the progress and outcome of the semester's work, and general thoughts on next steps beyond the semester.
- Reserve the project: Yes/No. If yes, please describe the intent and parameters (i.e. members A, B, and C plan on launching a business and seek funding, member D has decided not to continue on with the project/team, etcetera). Include whether or not this project is being submitted for Capstone review and potential project.
- Include an accessible link to the project archive on Google Drive: Every student/team will keep all deliverables in a folder named *Due Diligence* on a shared team drive (using Google Drive) in which all documents relating to the project should reside

Grading Breakdown

Assignment	Points	% of Grade
Participation	150	15%
Studio Project Plan Proposal	50	5%
Executive Summary Presentation	100	10%
Studio Project Milestone Demo I	180	18%
Studio Project Milestone Demo II	180	18%
Weekly Check-Ins (9)	90	9%

Final Project Presentation	200	20%
Handoff Document and Archive	50	5%
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

Detailed assignment rubrics will be made available by the course instructor(s) 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 1500 minutes of instructional time in the summer, which equals 100 minutes of instructional time each week. In addition, it is expected that students will work, on average, an additional 200 minutes per week outside of class — on readings/viewings, homework assignments, field experiences, and individual or team projects. Synchronous class sessions will be offered as a regularly scheduled evening class once each week.

Course Schedule: A Weekly Breakdown

Week	Modules and Topics	Tasks	Deliverables
1	Module 1: Research and Development	Introductions, syllabus, expectations, review of project proposals and plans	Studio Project Plan Proposal
2	Module 1: Research and Development	Introduce Projects and Goals	Executive Summary Presentation

3	Module 1: Research and Development	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 1
4	Module 1: Research and Development	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 2
5	Module 1: Research and Development	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 3
6	Module 1: Research and Development	Demo of Project Progress, Milestones, and Next Steps	Studio Project Milestone Demo I
7	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 4
8	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 5
9	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 6
10	Module 2: Stress Testing Your Ideas	Demo of Project Progress, Milestones, and Next Steps	Studio Project Milestone Demo II
11	Module 3: Pivot or Persevere	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 7
12	Module 3: Pivot or Persevere	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 8
13	Module 3: Pivot or Persevere	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 9
14	Module 3: Pivot or Persevere	Final Meetings and Consultations	Handoff Document Capstone Proposal Deadline
15	Module 3: Pivot or Persevere	Presentation of Project Findings and Results; Followed by Q&A	Final Project Presentation

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/sssa

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.