

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

Units: 4

Meeting Times: Tues/Thur 9-11:50am IYH 111

Instructor: Lisa Krohn

Office Hours: Tuesdays + Thursdays by appt.

Contact Info: lkrohn@usc.edu

Prerequisite: PRIN 504/or permission

IT Help: <https://iovine-young.usc.edu/ait/index.html>

Hours of Service: 8:30am - 5:00pm

Contact Info: iyhelp@usc.edu, 213-821-6917

Course Description

Aesthetics of Form II is a studio-based course that builds on the methodologies and theories taught in Aesthetics of Form I. The main difference, however, is AOF II takes a broader view of the design process and focused on designing functional and aesthetically pleasing designs for both 3D consumer products and virtual/digital products. In this course we will consider the relationship between the design of physical products, their UX/UI and their role in a user's life.

To create appealing and successful products, companies must incorporate the 3 emphases of Human Centered Design: Desirability, Viability and Feasibility. Although each of these lenses plays a significant part in creating a successful product with a sustainable business model, a product that intrinsically connects with the desires of a target user is of the utmost critical importance. Desirability in particular, whether the product is physical or virtual, will most likely make or break its success.

Desirability can be defined in a number of different ways; the way a product functions, how well it solves a problem, how intuitive and user-friendly it is, its customer-perceived value, etc., however, another critical component to identifying the desirability of a product is its *aesthetic design properties and form language*. The success of a product is directly linked to the emotion its design creates in the consumer and this emotion is often experienced through the look, feel, texture, materials, color, smell, graphics, shape, and timelessness of its design. These ineffable values are the result of very real aesthetic design decisions which have been made in its creation- it is these that we will aim to tease out and practice this semester.

In Aesthetics of Form II, we explore what makes products (both physical and virtual) more functional through form and aesthetic design, as well as determining how form development can contribute to other areas of desirability such as branding/design language, ergonomics, aerodynamics/hydrodynamics, etc.

Learning Objectives and Outcomes

Students will consider all the components that go into making a product desirable, and through a series of assignments and design exercises, be able to demonstrate the following:

- An ability to identify and discern what makes a physical or virtual product aesthetically successful;
- An understanding of how to address the emotional and desirability needs of a consumer through the practice of human centered design;
- A knowledge of all the characteristics that go into making a product aesthetically desirable such as the look, feel, texture, materials, finish, color, graphics, form and sense of timelessness;
- An ability to determine and create aesthetically successful design solutions for products utilizing three- dimensional and virtual form development;
- Practice creating proof-of-concept and rapid prototypes for both physical and virtual product solutions;
- An understanding of how form and aesthetics can be utilized to address brand design language, ergonomics, aerodynamics and hydrodynamics, etc.

- An ability to evaluate their work and that of their peers in a critical but also supportive manner.

Course Notes

Aesthetics of Form II is a studio-based course which will combine short classroom lectures, project-based design assignments, and researched presentations. The format of the course is primarily critique-based and collaborative in that students will review one another's work. Learning objectives will come from lectures, weekly homework assignments and the critical in-class feedback of both professor and classmates. Students will engage in dialogue during class discussions and critiques, and a portion of their grade will be based on willingness to engage this way.

Technological Proficiency and Hardware/Software Required

Please bring a laptop to every class and with the ability to run Adobe Creative Cloud as well as Fusion 360 and/or SolidWorks or a similar 3D modeling application.

Required Readings and Supplementary Materials

- How Design Makes Us Think and Feel and Do Things**/ Adams
- Beauty**/Sagmeister + Walsh
- Design Like Apple: 7 Principles for Creating Insanely Great Products, Services and Experiences**/ Edson
- User Friendly: How the Hidden Rules of Design are Changing the Way We Live, Work and Play**/Huang+ Fabricant
- **Human Factors and Ergonomics Design Handbook** /Tillman
- 100 Things Every Designer Needs to Know About People**/Weinschenk
- **Structural Packaging: Design Your Own Boxes and 3D Forms** / Jackson
- **The Measure of Man and Woman: Human Factors In Design** /Tilley
- **Handbook of Human Factors and Ergonomics** /Salvendy
- **Principles of Form and Design** / Wong
- **On Growth and Form: Organic Architecture and Beyond** /Bonnemaison + Beesley
- **The Function of Form** / Moussavi
- **Emotional Design: Why We Love (Or Hate) Everyday Things** / Norman
- The Pocket Universal Principles of Design**/Lidwell, Holden+ Butler
- Designing Interactions**/Moggridge
- Natural-Born Cyborgs- Minds, Technologies and the Future of Human Intelligence**/ Clark
- Don't Make Me Think-A Common Sense Approach to Web Usability**/Krug
- Design For People: An Introduction to Human Factors Engineering** /Lee

Description and Assessment of Assignments

Homework will be given as readings, some videos and weekly assignments presented in deck format. Feedback will be provided in the form of critique by professor and classmates. Class time may consist of the entire class collectively participating in a group critique, or smaller crit groups may be broken out to have in-class studio time while the instructor provides individual feedback.

Students are responsible for all assignments, including homework, in-class work, critiques, presentations, demos, readings, process, and archiving work. It is the student's responsibility to obtain missed work and information missed if absent. As ACAD 505 is a studio-based class, information is exchanged in group discussion and may not be imparted through handouts or notes, therefore it is critical for students to attend class in person. Students are responsible to schedule time outside of class time to access 3D equipment. Students must attend class and be on time to succeed in this course, and lateness or not submitting your completed work to the appropriate drive folder will detract from your grade.

Grading Breakdown

Projects will be evaluated based on their adherence to given guidelines, attention to craft and overall appropriateness. Initiative, progress and follow-through will also be considered. Both giving and receiving feedback is crucial to your success in the class; therefore, your participation grade is based on your active involvement in class and critiques. Assignments will be docked one full letter grade each week they are late. Absence is not an excuse for late work.

Grades will be assigned according to a point system based on the following:

- Competency in key concepts
- Range of experimentation
- Willingness to iterate on your work
- Process and methodology
- Presentation/craftsmanship
- Participation in critiques

Assignment	date assigned	date due	Points	% of Grade
1. 5 Good/5 Bad Designs	T 8/23	Th 8/25	50	5%
2. Redesign for Desirability	Th 8/25	T 8/30	90	9%
3. Brand Language Redesign	T 8/30	Th 9/6	90	9%
4. Ergonomic Redesign	T 9/6	Th 9/13	90	9%
5. Streamlined Redesign	Th 9/13	Th 9/22	90	9%
6. Packaging Redesign	Th 9/22	T 10/4	90	9%
7. 5 Good/5 Bad Interfaces	Tu 10/4	Th 10/6	50	5%
8. Game/ Parking App/Social Media Platform (choice)	Th 10/6	T 10/18	90	9%
9. Final Project: Future Personal Communication Item	T 10/18	Th 12/8	260	26% (sum of 9 green steps)
9A. target market/3 personas	T 10/18	Th 10/20	10	1%
9B. 9 ideation sketches-choose 1 direction (HMW/WI/PS)	Th 10/20	T 10/25	20	2%
9C. 9 refined sketches- choose 1	T 10/25	T 11/1	20	2%
9D. low fidelity prototype	T 11/1	T 11/8	20	2%
9E. medium fidelity prototype	T 11/8	T 11/15	20	2%
9F. high fidelity prototype	T 11/15	T 11/22	20	2%
9G. branding (name/logo/poster/packaging)	T 11/22	T 11/29	20	2%
9H. packaging/final name + logo, poster- product in use	T 11/29	Th 12/1	40	4%
9 I. final prototype (w/final touches) + presentation deck	Th 12/1	Th 12/8	90	9%
Participation			100	10%
TOTAL			1000	100%

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 should be submitted to the appropriate shared Google drive folder before the start of class on the day it is due and a link to your file/folder posted in Blackboard. Working on your presentation during class/reviews is prohibited. Students are responsible for completing all assignments including homework, in-class work, critiques, presentations, demos, readings, process, and archiving work on the drive. It is the student's responsibility to obtain missed work and information missed if absent. Students must attend class and be on time to succeed in this course.

Grading Timeline

Grades will be given each week for the first 8 weeks of the semester as they correspond to the weekly homework assignments. A final project will begin in Week 9 and run through the final review during Finals Week. Semester grades will be determined at the end of the last 6 weeks of the semester.

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.**

Classroom norms:

This course is held in-person and will be recorded on Zoom only as a courtesy to those needing to miss class due to illness or extreme, excused circumstances, or for out-of-town guests. Please make the effort to be present, prompt and prepared- and resist the urge to use devices for anything other than activities supporting our discussion and collaborative work. All projects are due to the google drive folders for that assignment before 9am on the day they are due- which is documented in this syllabus. Late arrival, late submission of work and working on anything other than the projects of our course during class time (during sanctioned work times) will be considered disruption and will impact your grade.

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HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE

For classes that require them, the following software are available for purchase **online** through the USC Iovine and Young software catalog at the Academy discounted rate:

Software	IYA Short-Term License at USC Bookstore
Adobe Creative Cloud	\$70 2019–2020 annual license
Apple Logic Pro	\$35 semester licenses
Solidworks	\$35 semester license
Apple Final Cut Pro	\$35 semester license

To purchase:

- Visit: <https://commerce.cashnet.com/IOVINE>
- Select the software license(s) you want to purchase by clicking "View Details" or the software title, and make your purchase
- You will receive an order confirmation receipt at the email address you provided
- You will be notified by email when the software license has been activated

If you have any questions about this process, please do not hesitate to contact Academy IT Support at iyahelp@usc.edu.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<p>WEEK 1 - Desirability: The Importance of Aesthetic Form Language</p> <p>lectures are orange visitors are brown</p>			
		<p>Please always come to class with supplies for sketching and working on your projects.</p> <p>readings are blue items to watch are red</p>	<p>deliverables are green student presentations are purple</p>
Tues 8/23	<ul style="list-style-type: none"> LECTURE: intros, sacred geometry, ordering systems 3 pillars of design, assignments 1+2 discuss: what was a product you really desired intensely? Why? Did you get it? Did it live up to your expectations? Why (not)? brainstorm in small groups- choose 1 beautiful, desirable product each and report on why it is so desirable to you now. share homework explanation/questions 	<p>For 8/25: Adams: How Design Makes Us Think, Feel + Do Things ch. 1-3 + 11 Qualities of Good Product DesignBlog: https://userguiding.com/blog/good-product/</p> <p>For 9/1: watch: Design For All Documentary: https://www.youtube.com/watch?v=3SSydJA0kbQ</p>	<p>- Due 8/25: Assg 1: Choose and show 5 good and 5 bad examples of products with emphasis on their form language- End with which you wish to redesign 6m/6m each;</p> <p>- Due 8/30: Assignment 2. Redesign one of the "bad" products from Assignment 1 to be more beautiful/desirable- present in a deck as drawings and/or renderings</p>
Thurs 8/25	<ul style="list-style-type: none"> Presentations of Assg. 1: 5 Good/5 Bad Products (choose 1 to redesign 6m/6m) ideation, sketching, individual desk crits homework explanation/questions 	<p>For 8/30: Sean Adams: How Design Makes Us Think, Feel + Do Things ch. 4-6</p>	<p>- Due 8/30: Assg. 2: Presentation of redesign of one "bad" product - 10 sketches of your redesign (analogue or digital)</p> <p>- how does your redesign address your criticism from 8/25 of the item's "bad" form language?</p>
<p>WEEK 2 - Brand Language</p>			
Tues 8/30	<ul style="list-style-type: none"> Presentations of Assg. 2 "Bad" Redesigns (6m/6m) LECTURE: Great and Terrible Brands homework explanation/questions 	<p>For 9/1: Sean Adams: How Design Makes Us Think, Feel + Do Things ch.7-9 (last 4 chapters are optional)</p> <p>John Edson: Design Like Apple: Seven Principles For Creating Insanely Great Products, Services, and Experiences, ch. 1</p>	<p>- Due 9/6: Assg. 3: Redesign an existing brand which has- or has not had a recent redesign- show your logo update and one application of the new identity explaining why your chosen brand needed revision. (6/6)</p>
Thurs 9/1	<ul style="list-style-type: none"> small teams: research brands which have pivoted and present 1 with your partner(s) – was the redesign successful? Why/why not? 10m/group 1:1 check-ins (brand)/work in class 	<p>For 9/6: Kuang/Fabricant: User Friendly Intro + ch.1+2</p>	

WEEK 3 - Ergonomics			
<i>Tues</i> 9/6	<ul style="list-style-type: none"> ● Presentations of Assg. 3: Brand Redesigns (6m/6m) ● Tucker Viemeister talks about Good Grips + padded pants ● LECTURE: Ergonomics/Human Factors ● homework explanation/questions 	<p>For 9/13: Kuang/Fabricant: User Friendly ch. 3, 4+5</p>	<p>- Due 9/13: Assg 4: Redesign an existing product to consider a new specific <i>ergonomic</i> application: identify the problem, show your redesign highlighting how this makes the physical and/or psychological aspects of the task easier, safer, more elegant and/or more delightful. (6m/6m)</p>
<i>Thurs</i> 9/8	<ul style="list-style-type: none"> ● small teams: what is one product which addresses ergonomics well? 10m share with each group ● 1:1 check-ins-brand progress/others work 	<p>For 9/13: Read: Kowalick: Streamline Moderne</p> <p>+</p> <p>Watch: https://www.youtube.com/watch?v=QZYuLc8gUS8And</p> <p>+</p> <p>https://www.youtube.com/watch?v=qQLexS7mzto</p>	
WEEK 4 - Streamlined Design-Aerodynamics / Hydrodynamics			
<i>Tues</i> 9/13	<ul style="list-style-type: none"> ● Presentations of Assg. 4: Ergonomic Products (6m/6m) ● LECTURE: Streamline/Aero/Hydrodynamics ● EXERCISE: small groups research to compare Art Deco vs. Streamlined Moderne styles- 10m share ● 1:1 check-ins-by request/work in class (time permitting) 		<p>- Due 9/22: Assg 5: redesign an existing product to incorporate <i>streamlined design principles</i>: for example- a box truck, sewing machine, salad- spinner, Hydroflask etc. Is this a purely styling exercise? Or is there a reason for the shape you chose for your design?</p>
<i>Thurs</i> 9/15	<ul style="list-style-type: none"> ● work in class- desk consults ● homework explanation/questions 	<p>For 9/20: read: Jackson: Structural Packaging: Design Your Own Boxes and Structural Forms Scan entire book- read Chapter 2 thoroughly- give careful consideration to Chapter 4 https://www.youtube.com/watch?v=EdtAi1Pp7YE</p>	

WEEK 5 - Packaging Aesthetics			
<i>Tues</i> 9/20	<ul style="list-style-type: none"> ● Steve Child Sketch Video pt. 1 ● LECTURE: Packaging 	For 9/27: Read: Weinschenk: 100 things Every Designer Needs to Know About People: Chs. 7, 27,49, For 9/29: Chs. 66,90-93, 100	
<i>Thurs</i> 9/22	<ul style="list-style-type: none"> ● Presentation: Assg. 5: Streamlined Design (6m/6m) ● Steve Child Sketch Video pt. 2 ● work in class- 1:1 consults (streamline) ● homework explanation/question 		Due 10/4: Assg. 6: Redesign an existing product's packaging to consider better function, reusability, aesthetics and user experience appeal (6m/6m)
WEEK 6 - Hard and Soft Interfaces			
<i>Tues</i> 9/27	<ul style="list-style-type: none"> ● LECTURE: Hardware Interfaces ● EXERCISE: Comparative Analysis of Interface Types ● EXERCISE Reflection/Sharing 	For 9/29: Read: Beauty: Sagmeister + Walsh intro+ ch.1 (pp.6-29) For 10/4: Watch: WIRED's 'Shenzhen: The Silicon Valley of hardware' https://www.youtube.com/watch?v=SGJ5cZnoodY (1 hour14m) + For 10/4 Watch: The Social Dilemma (1h 34m)	
<i>Thurs</i> 9/29	<ul style="list-style-type: none"> ● LECTURE: Screen Interfaces ● EXERCISE: Alternative Hard Interface ● RECAP: Alternative Hard Interface Reflection/Sharing Time permitting: choose one of your bad interfaces to redesign-discuss in small groups 	For 10/4: Read: Beauty: Sagmeister + Walsh intro+ ch.2 (pp.30-83) For 10/11: Watch: A Surveillance Nightmare Or An Eco-Utopia (52m) A surveillance nightmare or an eco-utopia - True Story Documentary Channel	
WEEK 7 - User Interface & User Experience			

<p>Tues 10/4</p>	<ul style="list-style-type: none"> ● Presentation: Assg. 6: Packaging Redesign (6m/6m) ● LECTURE: UX/UI ● EXERCISE: Compare 3 Mobile Apps ● RECAP: Mobile App Reflection/Sharing ● EXERCISE: Mobile App Redesign ● RECAP: Mobile App Redesign Reflection/Sharing ● 1:1 check ins: initial ideation- which product? Strategy? Target? 10 sketches 	<p>For 10/6: Read: Beauty: Sagmeister + Walsh intro+ ch.3 (pp.84-115)</p>	<p>Due 10/6: Assg. 7: Present a group of 5 great/5 terrible interfaces to present to the class- explain why (6m/6m)</p>
<p>Thurs 10/6</p>	<ul style="list-style-type: none"> ● Presentation: Assg. 7: Good/Bad Interfaces (6m/6m) ● Discuss readings + videos 	<p>For 10/11: Read: Beauty: Sagmeister + Walsh intro+ ch.4 (pp. 116-149)</p>	<p>Due 10/18: Assg. 8: Design a game, new social media platform or new app to manage USC parking which can be played/used using screen-based tech and internet which is interactive in a new way. Storyboard-still visual explanation is suitable 6m/6m (10/4 initial ideation, 10/6 final idea defined)</p>
<p>WEEK 8 - Social Media Platforms</p>			
<p>Tues 10/11</p>	<ul style="list-style-type: none"> ● LECTURE: Social Media ● 11:00am - EXERCISE: Platform Analysis 	<p>For 10/18: Read: Beauty: Sagmeister + Walsh intro+ ch.5 (pp. 150-177)</p>	
<p>Thurs 10/13</p>	<ul style="list-style-type: none"> ● No class- Fall Recess 		
<p>WEEK 9 - Internet of Things: Convergence of Physical + Virtual</p>			
<p>Tues 10/18</p>	<ul style="list-style-type: none"> ● Presentation Assg. 8: Game/Social Media Platform /USC Parking App (6m/6m) ● LECTURE: Internet of Things Products ● 11:00: Generate ideas based on the final project prompt. 	<p>Due 10/20 Assg. 9A: Write 1-paragraph narratives describing how 3 personas could use your product for 1 hour each- flesh out personas/target market- prep a deck for 10/20 For 10/25: Read: Beauty: Sagmeister + Walsh intro+ ch.6 (pp. 178-265)</p>	<p>Due 12/8: Assg. 9: Create a personal information/communication device for 5 or 10 years from now. What affordances would this device have? How similar would it be to our current smartphones? What <i>entirely</i> new capabilities would it have? (ok to delve into speculation) Is it wearable? Would it even have a physical form? (yes, for the purposes of this class!) You will develop both the physical form language and behaviors of this product as well as demoing its interface w/the skills you have.</p>

<p><i>Thurs</i> <i>10/20</i></p>	<ul style="list-style-type: none"> ● Presentation of Assg. 9A: Target Market+ 3 Persona Scenarios (6m/6m) ● Jacob presentation/discussion of prototyping techniques and possibilities 	<p>For 11/1 Watch: scene from the movie Her</p>	<p>Due 10/25: Assg. 9B: Generate 3 “How might we” statements and answer those with 3 “what ifs” accompanied by a drawing per “what if”(9 or more total). Create a PDF- 1 idea/sketch per slide. Please include your first draft of your problem statement.</p>
<p>WEEK 10 - Internet of Things: Ideation</p>			
<p><i>Tues</i> <i>10/25</i></p>	<ul style="list-style-type: none"> ● Presentation of Assg. 9B: your 9 futuristic communication device idea sketches (HMW/WI/PS)- choose 3 for further development (6m/6m) ● work in class-desk consults (time permitting) 	<p>For 11/3: Read: Beauty: Sagmeister + Walsh intro+ ch.7 (pp. 265-end)</p>	<p>Due 11/1: Assg. 9C: Choose your 1 idea for the final project. Refine it conceptually, improve your sketches/mock ups. Present a PDF of your chosen length explaining your idea through at least 5sketches.</p>
<p><i>Thurs</i> <i>10/27</i></p>	<ul style="list-style-type: none"> ● work in class- 1:1 consults by appt. ● continue to refine your ideas 		
<p>WEEK 11 - Internet of Things: Ideation</p>			
<p><i>Tues</i> <i>11/1</i></p>	<ul style="list-style-type: none"> ● Present Assg.9C: Your idea in 5 or more sketches and mock ups in deck form (6m/6m) ● work in class-desk consults (time permitting) 		<p>Due 11/8: Assg. 9D: Presentation of your final idea’s low fidelity physical prototype with explanation of behaviors/ interface. Fully document your prototype in a PDF deck including some context images of users pantomiming your design’s interface using your rough prototype. Tell us the story in photos- and short captions.</p>
<p><i>Thurs</i> <i>11/3</i></p>	<ul style="list-style-type: none"> ● work in class-desk consults 		

WEEK 12 - Internet of Things: Prototyping			
<i>Tues</i> <i>11/8</i>	<ul style="list-style-type: none"> • Presentation of Assg. 9D: rough physical prototype with explanation of behaviors/ interface (6m/6m) • work in class-desk 1:1 consults (time permitting) 		Due 11/15: Assg. 9E: Presentation of your medium fidelity physical prototype in a PDF deck including some context images of users pantomiming your design's UX/UI using your prototype. Tell us the story in photos.
<i>Thurs</i> <i>11/10</i>	<ul style="list-style-type: none"> • work in class-desk consults 		
WEEK 13 - Internet of Things: Prototyping			
<i>Tues</i> <i>11/15</i>	<ul style="list-style-type: none"> • Presentation of Assg. 9E your medium fidelity physical prototype with explanation of behaviors/ interface (6m/6m) • work in class-1:1 desk consults (time permitting) 		Due 11/22: Assg. 9F: Presentation of high- fidelity physical prototype in a PDF deck including some context images of users pantomiming your design's interface using your prototype. Tell us the UX/UI story in demo, photos or photomontages
<i>Thurs</i> <i>11/17</i>	<ul style="list-style-type: none"> • work in class-1:1 desk consults 		
WEEK 14 - Internet of Things: Implementation			
<i>Tues</i> <i>11/22</i>	<ul style="list-style-type: none"> • Presentation of Assg. 9F: high-fidelity physical prototype (6m/6m) • work in class-desk consults (time permitting) 		Due 11/29: Assg. 9G: present initial product name, 3 logo possibilities and 2 packaging possibilities and a first shot at your poster in a PDF deck outlining the initial brand identity and storytelling approach.
<i>Thurs</i> <i>11/24</i>	No class- Happy Thanksgiving!		

WEEK 15 - Internet of Things: Packaging & Marketing			
Tues 11/29	<ul style="list-style-type: none"> ● 9:00: Presentation of Assg. 9G: initial brand identity (6m/6m) ● work in class-desk consults (time permitting) 		Due 12/1: Assg. 9H: refinement of product name, chosen logo direction and packaging mock up and final poster
Thurs 12/1	<ul style="list-style-type: none"> ● 9:00: Presentation Assg. 9H: refined branding, logo direction, and mockup (6m/6m) ● work in class (time permitting) ● 11:00 learning experience evaluations 		Due 12/8: Assg. 9I: Present a deck showcasing your final model, final UX/UI, packaging and promotional poster 11"x 17" in color - poster is meant to market the product with a title/slogan- and depict it in use and context. The poster should be printed and also displayed in your deck
WEEK 16 - Final Presentations			
Thurs 12/8	Thursday, December 8th, 11am - 1pm final review with a visitor (6m presentation/6m feedback/discussion per student)		

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Statement on Academic Conduct and Support Systems

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.

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

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) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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.

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.