

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

PRIN 550: Industry and Impact Projects: WNDR Museum

Units: 2

Fall 2022 – Fridays – 10:00am-12:50pm

Location: IYH 212/213

*Course will be delivered as a hybrid offering BOTH online live, and in-person on campus to best suit course and student needs. Students must gain approval for online attendance.

Instructors: Davina Wolter; Aaron Siegel

Office: HSH 101 / via Zoom appointment

Office Hours: By appointment & standing hours posted weekly via course Slack channel

Contact Info: dwolter@usc.edu; aaronie@usc.edu

IT Help:

<https://uscedu.sharepoint.com/sites/IYAStudent/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](#)

*All live course sessions will be recorded and available via zoom recordings

[Blackboard help for students](#)

[Software available to USC Campus](#)

Course Description

WNDR Global currently has a single museum in Chicago and is now expanding to multiple cities. WNDR is looking for insights on how to improve visitor learning outcomes and increase community participation. They are excited to join forces with Iovine and Young Academy to create a richer understanding of these new urban locations and their communities, and to invite IYA students to generate new installation concepts.

As a team, we will strategically define needs for each of the four WNDR locations currently in development. Next, we will identify the community needs of each of these cities, and how community members might be successfully invited in to participate with WNDR as a community hub in STEAM education. Each WNDR location is intended to become not only a successful entertainment venue, but also to give back to each community as resource. Lastly, we will work as teams to generate new installation proposals for WNDR's gallery floors.

Learning Objectives and Outcomes

Learn about live and digital experience design in practice, including generating community relevancy, creating authentic engagement of local audience groups, and physical and digital engagement strategies.

1. Understand how to create unique, content driven experience for a specific client (WNDR)
2. Define new connections between the art world, emerging technologies, and education
3. Know and apply design-based problem-solving methodologies as challenge-based learning
4. Be confident realizing community education and outreach programs
5. Learn the dynamics of social interactions created by immersive environments

Desired Skills:

*Open to ACAD, MSIDBT, and PRIN majors only

This lab is preferably open to those who have taken ACAD 280 Designing for Digital Experiences, ACAD 281 Designing for Live Experiences, and IDSN 599 Applied Creative Technology: Innovating Communication. We are also seeking students that have previous experience leading STEAM projects and/or clubs.

Recommended Preparation:

Software selection is up to each student and will be dependent on the needs of the digital installation components. We will also encourage hand-drawn and/or digital visual assets and studies as we work.

Course Notes

The course will cover a range of deliverable types. Some are graded, according to a supplied assignment rubric; others are credit/no credit. All assignments will be shared ahead of time in class, and will be discussed to address outstanding questions. Blackboard and Slack will be implemented for notifications, posted weekly office hours, group messaging, submission URLs, and grading. Google Drive will house all relevant resources and be the repository for assignment work product.

Students are responsible for all readings, and assignments; to include: homework, in-class work, lectures, discussion, presentations, and participation. This course is a lecture, discussion, and making class. While planning work, research and analysis will be required the course will focus on the tangible installation and curation aspects of exhibition design for deliverables versus written work.

Technological Proficiency and Hardware/Software Required

- Laptop computer with authorized installations of the following software:
 - Adobe Creative Suite (Photoshop, Illustrator, InDesign)
 - 2D or 3D application, of your choosing, to visualize your solutions. Must be able to both render and create preliminary technical drawings of solutions

Required Readings and Supplementary Materials

- Regular access to computer, color printer, and copier
- Notebook/Sketchbook
- Project materials to be purchased at the student's selection on a per project basis.
- Portable storage device or digital storage device, or cloud-based storage required. It is the student's responsibility to BACK EVERYTHING UP, losing work is not an acceptable excuse for missing work. It cannot be emphasized enough that you should have a reliable backup arrangement.

Grading Breakdown

Assignment	Points	% of Grade
Participation	(12) = 100	10%
Project 1	(1) = 250	25%
Midterm Assignment	(3) = 450	45%
Final Presentation and Deliverables	(1) = 200	20%
TOTAL	1000	100%

Grading Scale

Grades will be determined using the following scale:

A: (95-100%) A-: (90-94%)

EXCELLENT – Means that your work is excellent. You have a thorough understanding of the course content, theories and the ideas presented in lectures and readings. Your grades on all your assignments, attendance and participation are consistently excellent. You are engaged and actively participate in discussions and with the assignments. All of your assignments are thoroughly researched and turned in on time. You consistently demonstrate a high level of comprehension in your discussions and through your assignments.

B+: (87-89%) B: (83-86%) B-: (80-83%)

GOOD – Means that your work is good, and you demonstrate an above average understanding of the course content. Your grades on all your assignments, attendance and participation are consistently good or excellent. Ideas presented in class are understood and is reflected in your assignments. Your concepts are good, if not excellent, and you are usually able to bring them to life visually as needed.

C+: (77-79%) C: (73-76%) C-: (70-73%)

AVERAGE – Means that your work, attendance, and participation are fair (average). You understand some of the ideas, themes and concepts presented in class. Your attendance and participation are average. Your performance in critiques is average.

D+: (67-69%) D: (60-66%)

BELOW AVERAGE – Means that your work was below average. You did not understand most of the ideas presented in class and did not adequately demonstrate comprehension in your assignments. Assignments were routinely not turned in or turned in on time. Your assignments are mediocre or poor and you were not able to communicate comprehension. Your attendance and participation were poor.

F: (0-59%)

FAILING – Means that your work was poor or missing. You didn't understand the majority of the ideas presented in class and it is reflected in your work. Your concepts and ideas were poor or lacking and/or your work was not turned in. You did not attend and participate enough to pass.

Assignment Rubrics

In most cases, student work will be assessed based on the following criteria:

- Level of execution on assignments.
- Degree of complexity of the assignment goal.
- Innovative application of tools and concepts.
- Knowledgeable integration of relevant course material used to create design solution.
- Thorough display of student's strategy in creating and executing their solutions.

Assignment Submission Policy

Assignments must be submitted to the google drive, AND as a URL submission to Blackboard, in advance of the class due. Assignments submitted late will be accepted but will incur the following grade penalties:

- 24 hours after deadline is a 10% deduction
- 24-48 hours after the deadline is a 20% deduction
- 48 hours to 3 days late is a 50% deduction.
- Submissions more than 3 days late will receive NO CREDIT, unless approved in advance by the instructor.

Please note deliverable criteria as sighted on each assignment rubric (as shared in class and course materials), as deductions will be incurred by inaccurate submission processes.

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.)

Grading Timeline

Grades for each assignment to be shared within 2-3 weeks of submission. Grading notifications will go out via Blackboard system in RESPONSE to URL submissions on Blackboard.

Students will be notified of their standing in detail after the midterm assignment is graded.

Students are welcomed, and encouraged, to check in at any time regarding their standing in the class.

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 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.

An established pattern of tardy and/or disruptive behavior may result in being asked to leave the class for that day, generating a full absence.

Attendance will be taken at the beginning of each class. It is your responsibility to ensure your attendance is recorded at the start of each class.

In the event of online classes, you are required to submit a chat text entry (or similar) to record your attendance in class.

If you are more than 15 mins late for a class—without prior permission from the instructor—it will be counted as an 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.

Irvine 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 Irvine and Young Hall will be discarded two days after final exams end. No exceptions.**

Additional Policies

Throughout the course, we will be using a variety of tools to create practice work. Please be prepared with laptop, cellphone, and sketch pad as each of these items may be employed at any given time. It is understood that technology is key to the contemporary learning environment, but it should not hinder communication and comprehension between instructor and student, nor be a detractor to others around you.

Please stay present in class or group discussions, as this will be reflected in your participation grade.

USC Technology Rental Program

The university realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please submit an [USC Technology Rental Program Application](#) .

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 would like 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.

Deliverables Outline

(subject to change as needed)

*** Project grading criteria are shared for each assignment, and distributed as rubrics. We will go over deliverable criteria in class.**

****Each project assignment requires drive submission AND a corresponding URL submission to Canvas.**

*****Grades and written feedback received via Canvas.**

1: Location + Community Assessment Project _ 250 Points

Project; P1 Team Groups

2: Curriculum Project _ 450 Points

Midterm; P1 Team Groups

Project 2a _ Dialing In

_ **Process Activity, P1 Team Groups** _ 100 Points

Project 2b _ Activities & Ages

_ **Process Activity, P1 Team Groups** _ 100 Points

Project 2 _ Final Deliverable, Documentation and Team Evaluations

_ **Process Activity, P1 Team Groups** _ 250 Points

3: Installation Proposal Project @ WNDR _ 200 Points

Final Project; P3 Team Groups

4: CLASS PARTICIPATION _ 100 Points

Class participation grade is based on your engagement during class discussions, the constructive critique and evaluation of peer work, and team engagement. You are encouraged to share relevant examples of live/physical experience design, drawing from your everyday life, and lived experiences.

Course Hours

This 2-unit course requires 1500 minutes of instructional time per semester, 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.

WNDR Museum:

Weekly Schedule

(subject to change as needed)

INTRODUCTION + LOCATION

1: Introduction + WNDR

Friday, August 26

Project kick-off

>P1_Location and Community Assessment; kick-off

2: WNDR Locations

Friday, Sept 2

Research & Analysis

1-on-1 Team Check-ins

>P1_Location and Community Assessment; con't

3: WNDR Locations

Friday, Sept 9

P1_Presentation & Share Out DUE

>P2_Curriculum; kick-off P2a

STEAM CURRICULUM PLANNING

4: STEAM Curriculum + Communities

Friday, Sept 16

Round Robin

>P2_Curriculum; con't

5: STEAM Curriculum + Communities

Friday, Sept 23

Dialing In

>P2a_Curriculum; con't

6: STEAM Curriculum + Communities

Friday, Sept 30

P2a_Presentation & Share Out DUE

>P2b_Curriculum; kick-off P2b

7: STEAM Curriculum + Communities

Friday, Oct 7

Activities & Ages

1-1 Team Check-ins

>P2b_Curriculum; con't

Friday, Oct 14

NO CLASS – Fall Break

8: STEAM Curriculum + Communities

Friday, Oct 21

P2b_Presentation & Share Out DUE
1-1 Team Check-ins
>P2b_Curriculum; con't

9: STEAM Curriculum + Communities

Friday, Oct 28

P2_Cummulative Presentation & Share Out DUE
>nada

INTERACTIVE GALLERY PROPOSAL

10: Installation Proposal

Friday, Nov 4

Kick-off & Digital Installation Planning
>P3_Installation; kick-off

Friday, Nov 11

NO CLASS – Veteran's Day

11: Installation Proposal

Friday, Nov 18

Concept & Implementation
1-1 Team Check-ins
>P3_Installation; con't

Friday, Nov 25

NO CLASS – Thanksgiving Friday

12: Installation Proposal Presentation (Final Class)

Friday, Dec 2

P3_Presentation & Documentation DUE
*Course Evaluations

All Deliverables and Documentation completed, and Group/Team/Self Evaluations Due

All submissions **due 10 am on the Final Class date.**

All final materials, including team and self-evaluation updates due to the Google Drive.

*Be sure to post final URL of drive materials to Blackboard for complete submission.

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 [Research and Scholarship Misconduct](#).

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.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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), press “0” after hours – 24/7 on call

Studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.