



ACAD377: Industry Practicum I

Units: 4.0

Spring 2023–MW–3:00-4:50 PT

Location: IYH 210/211

Instructor: Yihyun Lim

Office Hours: By appointment on Zoom

Contact Info: yihyun@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](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Course Description

Practicum through which students serve as design strategists for high-profile industry collaborators, and learn advanced methods and processes to solve problems in field-specific environments. Industry Practicum (formerly Discerning & Making) is a course dedicated to defining, assessing, and, ultimately, proposing solutions to complex, multidimensional, and evolving problems in cooperation with partners in both the private and social or public sectors. The course follows an iterative approach to design research and strategy. The course will begin with a deep dive into the context of the problem at hand through desk research, stakeholder interviews, deep analysis, and problem statement exercises. Next, students will be guided through a rapid ideation session in order to develop conceptual directions for the proposed solutions. After pitching the proposed directions to industry partners, students will engage in rapid prototyping, user testing, and concept refinement. Finally, the course will end with a final presentation of the recommendations and working deliverables.

Learning Objectives and Outcomes

By the end of the course, students will have gained experience working as a Design Strategist in a real-world context, and will obtain skills in creative problem solving, stakeholder relations, creative collaboration, project management, and design research. Students will work in teams to engage in a unique project designed to address specific concerns by developing and applying innovative and unconventional skillsets.

Prerequisite(s): ACAD 17, ACAD 178, ACAD 179, ACAD 180. Open only to Arts, Technology and the Business of Innovation students.

Co-Requisite(s): N/A

Concurrent Enrollment: N/A

Recommended Preparation: N/A

Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable. Detailed grading rubrics will be provided in class. Unless otherwise noted, all submissions will be in the PDF format, and will be due prior to the class session via email.

1. Mind Map

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

2A. EmTech Explainers

You will work in teams to conduct deep dive analysis of emerging technology verticals. You will use secondary sources (articles, white paper, research papers, etc) to tear down verticals, and scout latest technological trends, academic/industry research, and product applications (start-ups, VC funds). Instructor will provide specific frameworks for group research, and during in-class session student teams will 'explain' the technological trends using their 'EmTech Explainers'. Always included your sources (URLs) in the document.

2B. EmTech Research Presentation / Project Update 01

This should be a further developed report from the EmTech explainer. The report should include summarized findings and trends of the emerging technology vertical, as well as S-curve analysis of select technology examples. You should discuss challenges and opportunities of selected technology vertical with respect to the provided challenge prompt. Detailed rubrics and grading breakdown will be provided in class.

- Indicate the topics/question researched (ideally, this will tie out to the mind map Research nodes you brainstormed)
- Summarize the findings. We don't need to wade through pages of detail, but they should clearly be reflected and in many cases, specifics should be footnoted or put into an appendix.
- Annotated Bibliography of sources for research
- Technological trends, academic/industry research, product applications of technologies, etc - organized into themes along with extracted insights. This should be the bulk of the report.

3A. Behavioral Trends and User Research Progress Document

The team will conduct further secondary research on societal and behavioral trends related to the challenge prompt. Additionally, the team will divide up human research/interview areas identified in the previous research. EACH member must conduct interviews and summarize their findings from each subject. During the report out, provide a progress update of your work.

3B. Behavioral Trends and User Research Presentation / Project Update 02

Teams will create a presentation/report that highlights the research process and distills the key insights from behavioral trends and user research phase. The synthesis should not take the form of a "data dump", but instead be a compelling narrative that frames the problem clearly. This may include results from in-depth user interviews, observations, value maps, as well as empathy maps and persona profiles that are generated from the synthesis of user research outcomes. This deliverable will be graded based on the inclusion of all required materials as well as the depth of investigation and quality of the synthesis. We also expect the deliverable to be presented in a professional manner (clear design/layout, strong professional writing). In addition, we do not want the presentation to be any longer than 15 minutes. Please act as a facilitator, by keeping careful track of your time. Utilize appendix to include details from your research.

4. Design Brief and Problem Definition Document

Based on the previous research findings, redefine the team's design brief. The brief should include the key stakeholder of interest, the experience of that stakeholder (key tasks, and related steps to fulfilling those tasks), the identified obstacle, as well as the stakeholder mindset (emotion). In addition, teams must provide supporting material (up to 500 words) defending the urgency of the problem.

5A. Seed Concepts Progress Document

Teams will present in-class their initial set of ideas and visions relating to the design brief/project prompt. Prepare a short presentation and submit PDF of progress update document.

5B. Seed Concepts and Thematic Areas Report / Project Update 03

This will serve as an opportunity for students to report-out on their progress thus far. Students are expected to demonstrate significant progress by presenting three selected concepts areas and supporting research. Each of the concepts should be developed to the same level of depth, and should showcase relevant user needs, opportunities, background research, and any other supporting materials from previous phases. The goal of this phase is to clearly present three different directions of problem solution area based on rigorous research done from previous phases.

6. Prototype Progress Document

Teams will present in-class their selected one idea, and accompanying plans for prototyping and further development of ideas (service, product, strategy, etc). Prepare a short presentation and submit PDF of progress update document.

7. Final Presentation / Project Update 04

There are three parts to the final update:

- a. **Final Presentation** - The presentation must use the Academy's T.O.A.S.T. format (Transparency, Opportunity, Analysis, Strategy, Transformation), and a maximum of 20 slides (not counting progressive animations, an intro slide, or an outro slide). The extra slides are intended to allow you more room for visual supplements. Each team member should have a role in presenting. The TOAST format is as follows:
 - i) **Transparency:** What is the problem? Whose problem is it? How do you know that? Why is your team the right people to take this on?
 - ii) **Opportunity:** What is your concept(s)? How does it connect to the problem, and what does it "look" like?
 - iii) **Analysis:** What else is out there, also tackling this problem (internal or external). How does this idea differentiate?
 - iv) **Strategy:** What are your next steps, should this move forward? What questions are unanswered?
 - v) **Transformation:** What is your vision for the impact or success of this project? What will the world (or "a world") look like because of this?
- b. **Visual Value Proposition** - Each team is required to create a short video to accompany the presentation. This short-form video (~1 minute) should visually communicate the value proposition of the proposed project, the future vision, experience journey, and other relevant contents. Explore various ways of storytelling the experience – from first person/user point of view, observational third-person point of view, or other creative ways.
- c. **Proof of concept prototype/artifact from the future** – Let's make tangible prototypes to showcase your visions. This should accompany the visual value proposition. The proof-of-concept prototype, or 'artifact from the future' should embody an aspect of your proposed vision.

We are expecting the final to encapsulate your process throughout the semester as well as the tangible conclusion you have come to. We are expecting you to **MAKE** something - make it very tangible. Wow the audience. Really bring it! Make this something you are very proud of.

8. Full-Documentation Report

This is a fully annotated report that documents all phases of the project leading up to the final proposed solution. As a leave-behind report, each document should be able to survive as a stand-alone piece, without your presence. This assignment also serves as a chance for you to react to the comments and feedback received during the Final Project Presentation, in order to improve upon the end deliverable and research narrative. As a result, feedback from the presentations must be addressed in each deck. This should be shared in a single PDF file. If you must include other media (such as audio or video files), please ensure they are linked in the primary PDF for ease of access.

9. In-class Participation

As the course is an agency-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, in client presentations, and observation of activities in small groups, and review of completed workshop materials during in-class workshop sessions. All students should sign-in at the beginning of each class and should inform the instructor of any absence prior to class.

10. Self and Team Member Assessment

In this course you'll be working in groups during the entire semester, and you are expected to work as a team in all phases to research, develop, prototype, and present solutions. 10% of your grade will be based on peer-evaluation of your efforts and contributions to the teamwork. At the end of each research/project phase, you will complete a performance survey, which will include both peer and self-evaluation. You should be able to describe in detail what characteristics each team member contributed to the outcome of the project. Your knowledge of your fellow team members contributions is evidence that you were thoroughly involved and are aware of how the project came together. In addition, you will write a short assessment of yourself. This should include several ways you believe you could improve your own level of performance in the next group project you become involved in.

Grading

Assignment	Points	% of Grade
Mind Map	25	2.5%
EmTech Explainers	50	5%
EmTech Research Presentation / Project Update 01	120	12%
Behavioral Trends and User Research Progress Document	30	3%
Behavioral Trends and User Research Presentation / Project Update 02	120	12%
Design Brief and Problem Definition Document	25	2.5%
Seed Concepts Progress Document	30	3%
Seed Concepts and Thematic Areas Report / Project Update 03	120	12%
Prototype Progress Document	30	3%
Final Presentation / Project Update 04	200	20%
Full Documentation Report	50	5%
Participation	100	10%
Self and Team Assessment	100	10%
Total	1,000	100%

Grading Scale

Course final grades will be determined using the following scale

A 94-100

A- 90-93

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 yihyun@usc.edu (unless otherwise specified) by COB ("close of business", 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 yihyun@usc.edu.

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

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.

Spring 2023 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.**

Classroom norms

Students are encouraged to actively engage during class zoom sessions both verbally and via chat. Students are also encouraged to post questions and thoughts via the IYA course Slack channel.

Zoom etiquette

When class is held in hybrid or Zoom-only mode including presentation sessions, all students should keep their camera on to show respect to your peers and to all participating guests. If you are unable to keep your camera on during the synchronous Zoom session, please contact the instructor prior to discuss expectations and accommodations needed. Instructors will enable screenshare to allow students to share screens in the main zoom session and in breakout rooms.

Sharing of course materials outside of the learning environment

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

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).

Industry Practicum Course Schedule: A Weekly Breakdown

*Please cross-reference with the Assignments section of the syllabus for greater details on deliverables.

Blue text = Assignment due

Green highlight = Zoom day

Week	Session 01 (Monday)	Session 02 (Wednesday)
1	1/9: Course overview; Introduction of first project challenge prompts. Unpacking the project brief and background research. Prepare stakeholder interview. <u>Research Team formation</u>	1/11: Meet the client, and kick-off project. EY will make a visit to our class to kick-off the project prompt and hold Q&A discussion session. DUE: Mind Map
2	1/16: No Class – MLK Day	1/18: Technologies and Trends Research: Define sub topics and research questions. Work-in-class.
3	1/23: Technologies and Trends Research S-curve analysis, research continues.	1/25: Technologies and Trends Research In-class presentation: EmTech Explainer DUE: EmTech Explainer deck.
4	1/30: Technologies and Trends Research Work-in-class, continue working on research report	2/1: Project Update 01 (via Zoom) – EmTech Research client presentation. DUE: EmTech Research Report
5	2/6: Behavioral Trends and User Research Identify topics, set up research protocols.	2/8: Behavioral Trends and User Research Work-in-class.
6	2/13: Behavioral Trends and User Research In-class presentation: Progress update DUE: Behavioral Trends and User Research progress report	2/15: Behavioral Trends and User Research Work-in-class.
7	2/20: No Class – Presidents Day	2/22: EY Project Update 02 (via Zoom) – Behavioral Research Presentation, DUE: Behavioral/User Research Report PDF
8	2/27: Creating your Design Brief <u>Final Project Team formation</u> DUE: Design Brief and Problem Definition Document	3/1: Seed concepts brainstorming Workshop
9	3/6: Ideation cont.	3/8: In-class presentation: Seed concepts and thematic areas DUE: Seed concepts progress document
No Class – Spring Break		

Week	Session 01 (Monday)	Session 02 (Wednesday)
10	3/20: Consolidate & Synthesize	3/22: Consolidate & Synthesize Work-in-class, 1:1 session
11	3/27: EY Project Update 03 (via zoom) - Seed Concepts Presentation: Present seed concepts, related research, value proposition. DUE: Concept Presentation Report	3/29: Presentation Debrief
12	4/3: Develop & Refine	4/5: Develop & Refine Work In-Class/Studio time
13	4/10: Prototype In-class presentation: Prototype Progress DUE: Prototype Progress Document	4/12: Prototype Work In-Class/Studio time
14	4/17: Finalize & Consolidate Presentation dry-run (optional)	4/19: Finalize & Consolidate Work In-Class/Studio time
15	4/24: Final Presentations Day 1 (in-person. EY clients will visit IYH for final presentation) DUE: Final Presentation Deck	4/26: Final Presentations Day 2 (in-person. EY clients will visit IYH for final presentation) DUE: Final Presentation Deck
Study Days		
Final Exam Slot (Date TBD): Full Documentation Report / Self-Peer evaluations Due EOD		

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.