USC Iovine and
Young Academy
*Arts, Technology and the Business
of Innovation*

IDSN 545 Integrative Project
Units: 3.0
Spring 2023—Wednesdays—7:30-9:20pm

Location: Online

Instructors: Chris Swain and Emily Schneider
Office Hours: By Appointment
Contact Info: Chris Swain: cswain@usc.edu, 310-403-0798
Emily Schneider: emilys45@usc.edu, 262-492-0576

Grader and/or Classroom Assistant/s: n/a

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
IDSN-545 Integrative Project is a project-based course that uses human-centered design methodologies to identify and explore a specific problem space or context in small, diverse teams. The course is faculty mentored and requires students to apply parallel learning and discovery from the core courses in the program. Through successful completion of this course, students will deliver a tangible project and simultaneously secure deeper conceptual and practical understanding, as well as develop their applied competencies at the intersection of design, business, and technology. Students are required to complete at least one integrative project during the degree program.

Learning Objectives and Outcomes
Students in this course will demonstrate progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior and current semesters. Upon completing this course, students will be able to:
• 		Apply their accumulated knowledge through a deep-dive, hands-on exploration of three of the four core themes in the program.
• 		Develop proficiency through practice, in challenges of increasing scope and complexity.
• 		Build and communicate effectively within multidisciplinary, multi-perspective teams.

Prerequisite(s): none

Course Notes:
This course will be conducted online, using a combination of synchronous and asynchronous methods.

Communication:
Students should email questions to faculty. Students are also are encouraged to communicate with faculty and the class via the IYA course Slack Channel

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.

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 2022–2023 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.

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Required Materials
Required reading 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). Lectures, readings, and viewings will be supplemented with current articles and audio/video content.

Description and Assessment of Assignments
Below are brief overviews of each assignment. See a detailed rubric for each assignment in the course master spreadsheet provided by instructors in class. Unless specified otherwise, all assignments will be submitted within the 2U Learning Management System (LMS). If you experience technical difficulties submitting assignments, email the course instructors directly and utilize 2U student support for assistance.

Executive Summary (individual)
Each student will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers, faculty, and industry experts. You may format your executive summary in any way you see fit to best sell your idea, but as a minimum, please address each of the following:
- Goal of the project (subject area you are focusing on, symptom or pain points you are addressing, opportunity to identify)
- Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to excite and attract teammates.
- Resources/knowledge do you have available (technical, conceptual, human, financial)
- What do you not know about the project area?
- Notes about important roles/duties for the project in the following four areas:
  - Leadership, Design, Business, Technology

<u>Revised Executive Summary (team)</u>
Team will revisit the original proposal, and as a group will draft a revised project summary.

Mind Map (team)
A visual representation of the project's scope and direction. <u>The </u>Mind Map will include branches representing anticipated or intended audience for the project idea or product and potential mediums or formats that would be appropriate for message and audience. Mind Map will also identify ***at least three research areas*** and ***key questions*** to be asked and answered in the project. It should also uncover some ***known unknowns***.

Initial Research and Annotated Bibliography (team)
Having previously identified areas to be researched, or "known unknowns", an outline of what the research produced and conclusions reached including:
- Indicate the question researched (ideally, this will tie out to the mind map Research nodes you brainstormed)
- For each section/conclusion *indicate the members involved* in that research (every team member is expected to contribute to this research)
- 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
- Identified **areas to conduct human research/interviews**

User Research (individual)
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. Individual members should share their conclusions with the group to help form an updated Problem Definition.

Research Insights (team)
Synthesize conclusions from all stages of research and highlight most valuable findings. This is a team deliverable and should be combined into a maximum 1-3 page document, so these should be findings across all secondary and individual primary research.

Problem and Solution plus 3 Features Presentation (team)
Discussion of defined problem statement, proposed solution, and three core features of your project to date. Make sure you are addressing the target audience (not instructors) and that you are engaging the needs and interests of your potential customers. Ensure that each proposed feature addresses a need, pain point, or desire of the target audience.
- First slide must define the core problem for the problem/project
- The solution should be presented with a maximum of three slides
- The features should be presented at a high level and illustrate intended value

Team-Defined Deliverable 1 and 2 (team)
Use critical thinking to come up with a team-defined deliverable that will help move your project forward. The goal of this deliverable is to fill in a gap in your project work, and/or address an identified need not outlined in the course and syllabus.

Deliverables, Milestones and Gantt Chart (team)
Specifications for what activities and deliverables will be completed, by whom, and when. You will map the timelines, responsibilities, and internal team deadlines to meet the needs of this project during the production and testing phases.

Weekly Group Check-Ins (team)
Progress update. Teams must submit weekly check-ins during the production phase as outlined in the Course Schedule. Instructors will provide a template to help in formatting the weekly team summaries.

User Feedback (team)
Get your product in front of real people and get their feedback. This could be potential customers, stakeholders, employees, etc. Whether your project is at the business plan + mock-ups, field testing, or is a mature product in beta, it is always useful to get reactions, suggestions and insights from actual people who are not part of your project. For this deliverable, besides some higher-level summary of the findings, you should have actual quotes with attributions. And yes, you can use some of your peers from the program as subjects but must also have non-USC people – for subjects you can draw on industry, your current companies, connections you've made through the project, and even (and sometimes most importantly) the general public.

Final Presentation (team)
Presentation and public launch of the project. In your final presentation, also consider the future implications and grand vision of your initiative, informed by material on Thinking Long Term from Narrative and Storytelling.

Handoff Document (team)
Final project handoff information for future teams. This document will bring a brand-new team up to speed on your project. The handoff should include from high-level view to granular details. There are two elements of the handoff document: A one- to three- page "cover sheet" pdf, and a zip archive of files and documents from the project.

    Cover Sheet for Handoff Document (pdf or doc):
- Project title/name and date
- List of all team members
- Abstract: A one-to-four sentence description

- Summary of semester work: In about a half page, describe where the project started this semester, the progress/outcome of the semester's work, and general thoughts on "next steps" beyond this semester.
- Reserving the project: Yes/No. If yes, and you do NOT want the project to be open to future groups to take over, write up the parameters your team plans. I.e. members A, B, and C plan on taking it to another IP, to Capstone, starting up a new business venture, etc. NOTE: Only projects originated/conceived by the group are eligible.
- Link to Project Archive: Should include all presentations, weekly updates, research materials, group ideation exercises, and anything your team made or found that applies to the project.

Final Project Assessment (no deliverable)

An evaluation of the progress and quality of your project through the semester as represented by the final presentation, handoff document, and your peer evaluation. No additional deliverable is required for this assignment.

Participation

IDSN 545 is a group project based course. Students will complete anonymous peer evaluation surveys during the semester so the faculty can assess whether all group members are carrying sufficient weight. Data from the peer evaluations may affect grades of group members who are demonstrated to not be carrying sufficient weight.

Grading Breakdown

Assignments	Points	Weight
Executive Summary (Project Pitch)	25	2.5%
Revised Executive Summary	30	3%
Mind Map	50	5%
Initial Research and Bibliography	50	5%
User Research	60	6%
Research Insights	50	5%
Problem and Solution plus 3 Features Presentation	75	7.5%
Team-Defined Deliverable	50	5%
Deliverable, Milestones and Gantt Chart	50	5%
Weekly Check-Ins	10 x 6	6%
User Feedback	50	5%
Final Presentation	150	15%
Handoff Document	50	5%
Final Project Assessment	250	25%
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 Rubrics
Detailed assignment rubrics will be made available by the course instructors in the first week of class via links in the course Master Spreadsheet. The Master Spreadsheet will be provided 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 in the course Master Spreadsheet. Late assignments will be subject to the late submission policy indicated below. All assignments must be completed in order to pass this class.

Grading Timeline

Instructors will provide feedback and grading on all deliverables in a timely manner, usually within 24-48 hours following an on-time submission.

Late work

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

Please keep copies of all your files and emails until the end of the semester.

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 reevaluation 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 ⅓ 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.

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
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
Students are encouraged to participate in course sessions with their web camera on. Instructors will enable screenshare to allow students to share screens in the main zoom session and in breakout rooms.

Synchronous session recording notice
All class sessions will be recorded via Zoom. Zoom recordings will be available via the 2U LMS.

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).

Course Schedule: A Weekly Breakdown

Unit	Title and Topics	Readings	Deliverables
1	Ideas and Teams	Project Overview	Executive Summary (individual)
1	Ideas and Teams	Project Pitches	Project Pitches (live) Project Pitch Survey
1	Ideas and Teams	Teams	Revised Executive Summary
2	Research and Definition	Brainstorming and Mind Mapping	Mind Map
2	Research and Definition	Research	Initial Research, Bibliography
2	Research and Definition	Problem Definition	User Research (individual) Research Insights
2	Research and Definition		Problem and Solution plus 3 Features Presentation (live)
3	Production	Gantt Charts Deliverables and Milestones	Team-Defined Deliverable 1 Deliverables, Milestones and Gantt Chart
3	Production		Weekly Check-In 1
3	Production		Weekly Check-In 2 Peer Assessment Survey
3	Production		Weekly Check-In 3 Team-Defined Deliverable 2
3	Production		Weekly Check-In 4
3	Production		Weekly Check-In 5 User Feedback
3	Production		Weekly Check-In 6
4	Presentation	Final Presentations	Final Presentation (live) Handoff Document Peer Assessment Survey

See further details in the course Master Spreadsheet

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) 442-33*40 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.