

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

IDSN 585 Capstone

Units: 3.0

Spring 2023—Thursdays—7:30pm-9:00pm PT

Location: Online

Instructors: Jay Clewis and Elizabeth Amini

Office: Virtual

Office Hours: By Appointment

Contact: jclewis@usc.edu; elizabeth.amini@marshall.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

2U Digital Campus Online Technical Support

Contact Info: 1-855-487-3504,
techsupport@digitalcampus.2U.com

USC Technology Support Links

[Zoom information for students](#)

[Software available to USC Campus](#)

Course Description

The USC Iovine and Young Academy Capstone course is a self-directed semester of study and practice, where students have the opportunity to create a meaningful design, business, and technological solution to a challenge problem they define. Students will work in teams to develop an in-depth multidisciplinary project, culminating in a working prototype or finished product, service, or process by the end of the semester. Projects will be reviewed and approved by Capstone faculty before the semester begins. The concept developed must have desirability, feasibility, and viability. The project should draw upon, demonstrate, and enhance the understanding, methods, skills, and tools learned throughout the student's experience in the program. The project will require research, exploration, experimentation, ideation, testing, iteration, and communication of the concept. Students will need to work rigorously within the timeline and schedule that is required to achieve the stated goals. They will need to be in consistent communication and collaboration with fellow team members and will need to produce and present professional-quality deliverables on time. The course meets formally once a week in a synchronous live session. The class will be supported by in-class formative and summative critiques designed in conjunction with members of the class, mentoring faculty, and industry experts. A general framework of major milestones, objectives and key results will be adapted to individual projects. Students will be required to present their final project solutions at the end of the semester.

Learning Objectives and Outcomes

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

- Apply their accumulated knowledge and understanding from the scope of all classes completed successfully in the program.
- Develop proficiency through practice, in challenges of increasing scope and complexity.
- Apply primary and secondary research methods to unlock opportunities and insights.
- Conduct market and competitive research related to the project concept.
- Generate unique ideas and iterate upon a variety of tested solutions.
- Fabricate products, plan and launch services, articulate processes with depth.
- Build and communicate effectively within multidisciplinary, multi-perspective team.
- Communicate and present ideas concisely using any and all effective modalities to potential stakeholders, Capstone faculty, and industry experts.

Prerequisite(s):

All required coursework for the USC Iovine and Young Academy online graduate program.

Recommended Preparation

In order to maximize the time and collaborative teamwork dedicated to Capstone projects, students must get organized into teams, prepare, and submit a Capstone project proposal before registration for the course is opened. Detailed project proposal instructions and deadlines are provided each semester during a Capstone informational webinar with faculty. Instructors will help facilitate this process as needed. Instructors will evaluate each project proposal based on the team assembled, project merit and potential, through the lenses of desirability, feasibility, and viability.

Course Notes

A detailed course schedule, with deliverable descriptions, rubrics, and due dates will be provided in the first week of the course and will be the roadmap for the semester. Students are responsible for all additional assigned material, including video lectures, interviews, and reading materials offered by the instructors throughout the semester.

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. Submit an application to [USC Technology Rental Program](#).

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.

Required Readings and Supplementary Materials

Required content and readings may be assigned by faculty at any point during the semester.

Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable. 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. Additional assignment details, including rubrics, will be provided separately in the first week of class.

Capstone Project Proposal

Each team will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to Capstone faculty for review. Proposals must be written using an online form provided by the Academy and submitted prior to enrollment in the course. Instructors will review submitted proposals and approve/reject/request additional clarifying information from the team as needed. Each project proposal must address the following:

- Your name, USC ID and email address
- Names of all team members
- What is the project name (or working title)?
- What are the specific goals of this project?
- Does the team have all of the resources and capabilities required to reach your goals?
- Describe the problem and opportunity area you will address?
- Who is the target audience of this problem or unmet need and how do you know?
- What is the potential for innovation and/or meaningful impact?
- What does the design component require? How is it desirable?
- What does the technology component require? How is it feasible?
- What does the business component require? How is the project viable?
- What are the desired results for this semester (prototype, MVP, something else)?
- Is there anything else you'd like to add for consideration?

Executive Summary Presentation

Teams will present an introductory overview of the project in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers and faculty. Supporting visuals are required, and teams must address the following:

- Goals of the project (subject area you are focusing on, problem and/or pain points you are addressing, opportunity identified)
- Current or Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to excite and attract teammates.
- Resources/knowledge you have available (technical, conceptual, human, financial)
- What do you not know about the project area? What activities will the team undertake this semester to fill in the gaps (i.e. research methods, development tactics, etc.)?

Weekly Check-Ins

Teams will submit weekly check-ins for the weeks noted in the course schedule so as to provide regular updates of progress, challenges, and requests for feedback and help from the Capstone faculty. A formatted template for the weekly check-ins will be provided by instructors.

Project Pivot or Persevere Presentation I

Discussion of defined problem statement(s), proposed solution(s), core features, and research relating to your project. 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. Include project recommendations and next steps based on results from all research and testing to date.

Project Pivot or Persevere Presentation II

Discussion of defined problem statement(s), proposed solution(s), core features, and research relating to your project. 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. Include project recommendations and next steps based on results from all research and testing to date.

Final Project Presentation

Presentation and public launch of the project. In your final presentation, consider the future implications and grand vision of your initiative, informed by the team's work throughout the Capstone course and program overall.

Project Process and Effort

This assignment includes two separate deliverables (outlined individually below) and is an assessment of the overall project process and progress of each individual's effort throughout the semester as represented by the overall attendance, participation, and deliverables. Required deliverables for this assignment are outlined below:

Project Assessment Survey (individual):

A project and peer assessment survey will be administered by the Capstone faculty at the end of the semester to help determine the overall effort, process, progress, and contributions of each individual team member for their final project. A link to the survey will be provided in the final week of class.

Handoff Document Cover Sheet (team):

The Project Handoff document is a statement of intent on behalf of the team that will be archived by the program. This deliverable helps instructors complete the Project Process and Effort assessment. The deliverable is a collaborative effort from the team and includes the following format:

- Project name, date, and list of all team members
- Abstract: One-to-four sentence summary description
- Summary of semester work: Describe briefly where the project started, the progress and outcome of the semester's work, and general thoughts on next steps beyond the semester.

- Reserve the project: Yes/No. If yes, please describe the intent and parameters (i.e. members A, B, and C plan on launching a business and seek funding, member D has decided not to continue on with the project/team, etcetera).
- Include a viewable link to the project archive: Every team has kept all deliverables on a shared team drive this semester. A link pointing to the Due Diligence folder is required, in which all documents relating to the project should reside (semester deliverables at a minimum and anything supporting documents you see fit).

Participation: Students are expected to actively participate in this course, including:

- Careful reading, viewing, and delivering assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention (with camera on) in synchronous sessions
- Consistent collaboration and communication with team members and faculty

Course grades may be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class. Those unable to attend will be required to review the online recording for the session missed, and submit thoughtful feedback to the Instructor.

Assignment Rubrics

Detailed rubrics for each assignment will be made available by the course instructors during the first week of the Capstone course via the online digital campus. Teams may consult with the course instructors in adding/changing any additional grading criteria that relates to the project.

Grading Breakdown

Assignment	Points	% of Grade
Participation	150	15%
Executive Summary Presentation	100	10%
Project Pivot or Persevere Presentation I	180	18%
Project Pivot or Persevere Presentation II	180	18%
Weekly Check-In (9)	90	9%
Final Project Presentation	250	25%
Project Process and Effort (Handoff Document)	50	5%
Total	1000	100%

Grading Scale

Final course grades will be determined using the following scale:

Letter Grade	Numerical Score
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

All assignments must be delivered by the date and time (Pacific Time) that deliverable is listed as due per instructor guidelines. The instructor(s) will provide due dates for all assignments and deliverables during the first week of the Capstone. Late assignments will be subject to the late submission policy indicated below. **All assignments must be completed to pass this class.**

Late Submissions

Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the extensions are noted below.

Submission in the 24 hours after the deadline	10% deduction
Submission between 24 hours and 3 days after the deadline	50% deduction
Submission after 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.

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.
- If 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.**

Course Schedule: A Weekly Breakdown

A detailed version of this course schedule, complete with links to assignment rubrics, due dates and times, will be provided in the digital campus by instructors by the first week of the course.

Week	Topics	Tasks	Deliverables
0	Pre-Semester Setup	Teams submit Capstone project proposals for review prior to enrollment in this course	Project Proposal Due
1	Class Overview	Introductions, syllabus, expectations, project launch	None
2	Presentations	Introduce Projects and Goals	Executive Summary Presentation
3	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 1
4	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 2
5	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 3
6	Presentations	Project Progress, Milestones, and Next Steps	Pivot or Persevere Presentation I
7	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 4
8	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 5
9	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 6
10	Presentations	Project Progress, Milestones, and Next Steps	Pivot or Persevere Presentation II
11	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 7
12	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 8
13	Projects and Teams	Team Meetings and Instructor Consultations	Weekly Check-In 9
14	Projects and Teams	Team Meetings and Instructor Consultations	Handoff Document
15	Presentations	Presentation of Project Findings and Results; Followed by Q&A	Final Project Presentation Project Assessment Survey

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.