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

## ACAD-176 - Rapid Visualization
**Units:** 4
**Day-Time:** Fall 2023, Tuesday/Thursday, 2:00pm - 4:50pm

**Location:** IYH 111

**Instructor:** Aaron Siegel
**Office:** IYH Lobby or Zoom meeting room listed on Blackboard.
**Office Hours:** TBD.
**Contact Info:** aaronsie@usc.edu

**IT Help:**
https://uscedu.sharepoint.com/sites/IYAStudent/SitePages/IT-Resources.aspx
**Hours of Service:** M-F, 8:30am - 6:30pm
**Contact Info:** iyahelp@usc.edu, 213-821-6917

## Course Description
Our society is dominated by verbal thinking. We learn alphabets, words, and numbers in school. A typical education primarily develops the analytical skills – reading, writing and arithmetic – the left half. The visual-thinking hemisphere assumes a subordinate role and is seldom if ever developed to its full potential. But every machine, every invention, and every modern convenience existed first as a visual thought in someone's mind. Not only did they visualize their thoughts, but they converted them into reality. Visualization is vital not just in the arts but in all disciplines. Everyone can further their potential with the ability to visualize and use their imagination. Since ideas are only thoughts in the beginning, they are easily lost. Your ability to express these creative solutions in some visual form on paper to a degree of understanding and confidence is imperative. "Yes, I had learned to draw: but more importantly, I learned how to think."— Kurt Hanks, RV author

## Learning Objectives and Outcomes
By the end of the semester, students will be able to:
- Know and be able to apply the visual language (elements and principles) of art/design.
- Comprehend and use composition, proportion, and value.
- Be able to render 3D objects convincingly in a 2D space in both isometric, 1pt and 2pt perspective.
- Build required forms using modular paper folding methods and bristol board construction.
- Convert projection orthographic views to isometric and vice versa.
- Think visually through a unique set of problems posed in a wide variety of disciplines.
- Apply visual problem-solving methodologies.
- Create an 8-frame narrative storyboard using figures in an environment.
- Design a product and its packaging in sketch form, pencil and marker renders.
- Create and apply a brand style to product and packaging.
- Realize the value of the collaborative design process as a tool for innovation.

## Prerequisite(s): None

## Course Notes
This class is a studio class that involves demonstrations and in-class exercises. It is crucial for your understanding and practice that you attend to succeed. The demonstrations, lectures and Information given in class may not be imparted concisely through handouts, classmates, or notes. If you miss a class, it is your

responsibility to reach out to fellow classmates to get notes and assignment instructions.

## Technological Proficiency and Hardware/Software Required

Adobe Creative Cloud package is required to be purchased. No software experience required. Students will be introduced to various programs to support execution of concepts. See below information and links for purchasing. Link information for the USC Computing Center Laptop Loaner Program. Link information for software support and availability. USC Technology Support Links Zoom information for students, Blackboard help for students, Software available to USC Campus.]

## How to Purchase Software at the Discounted 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 2023–2024 annual license (active through July 2024) |

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

Handouts will be provided.

## Optional Readings and Supplementary Materials

None

## Description and Assessment of Assignments

Assignments have been carefully crafted to bring about your understanding, practice, and vision in the areas of this class. Your concept: how did you solve the problem and what were the ideas you generated towards a solution? Your craftsmanship: how well did you execute your concept in the visual medium?  Your creativity: How far did you go beyond predictable answers and search for a unique solution? Your effort: Did you devote the necessary time needed in producing the solution? All of these factors are considered in the grading process.

## Participation

Students are expected to pay attention to lectures, participate in in-class projects, critiques, and discussions. You will be deducted points if you are found paying attention to your phone during these important class sessions.

**Grading Breakdown:**

**94% – 100% = A / 90 – 93% = A-**
Student performs in an outstanding way. Student exhibits excellent achievement and craftsmanship in all work, Student exceeds the design criteria and challenges him/herself to seek fresh solutions to design problems. Student exhibits commitment to expanding ideas, vocabulary, and performance.

**87% – 89% = B+ / 83% - 86% B / 80 – 82% = B-**
Student performs beyond the requirements of the assignments. Student exhibits above average progress and craftsmanship. Student meets and exceeds the design criteria. Student exhibits above average interest in expanding ideas, vocabulary, and performance.

**77% – 79% = C+ / 73% – 76% C / 70 – 72% = C-**
Criteria of assignment are met, and all requirements are fulfilled, Student exhibits average progress and improvement. Student spends the minimum time and effort on the assignments, Student exhibits moderate interest in expanding ideas, vocabulary, and performance.

**67% – 69% = D+ / 63% – 66% D / 60 – 62% = D-**
Student performance is uneven, and requirements are partially fulfilled. Student exhibits minimal output and improvement in work. Student does not meet the design criteria in all assignments. Student exhibits minimal interest in expanding ideas, vocabulary, and performance. Student's attendance, participation and class involvement is less than adequate.

**69% and Below = F**
Student fails to meet a minimum of performance levels. Student does not exhibit achievement, progress, or adequate levels of craftsmanship in any assignment. Student work is consistently incomplete or unsuccessful. Student's attendance, participation and class involvement is inadequate.

| Grading Breakdown | | Grading Scale | | |
|---|---|---|---|---|
| All Projects | 70% | | A = 100 - 94 | A- = 93 - 90 |
| In-Class | 25% | B+ = 89 - 87 | B = 86 - 83 | B- = 82 - 80 |
| Participation | 10% | C+ = 79 - 77 | C = 76 - 73 | C- = 72 - 70 |
| Quiz/Tests | 5% | D+ = 69 - 67 | D = 66 - 63 | D- = 62 - 60 |
| *TOTAL:* | *100%* | F = 59 and below | | |

## Assignment Submission Policy
Projects are due for both in-class critique as well as uploaded to Blackboard for grading. Projects are expected to be corrected due to distortion and oriented properly before being uploaded. Demo will be given on this process. Late work will be graded down 10% for each class day that it is turned in late.

## Grading Timeline
Your projects will generally be graded within 1 week of its due date.

## Course 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 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. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

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.

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.

## Classroom Norms

Put away your phone and turn to silent during class. At breaks you may use them. No computers should be used unless needed in direct relation to the project being given during the class. All other uses are at the discretion of the instructor. Points will be deducted if this is not adhered to. This is a focused and professional space of learning. Handouts on class behavior norms will be given.

## Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

## Policy for the use of AI Generators

Use of AI generators can be used on one specific assignment in this course. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course.

## 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.**

## Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

## Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided. In addition, a mid-semester evaluation is recommended practice for early course correction.]

## Required Materials Kit

A separate document will be distributed prior to the first class meeting.
Kits with materials can be purchased at this link:
https://www.dickblick.com/myaccount/blicku/H746CTGRKHJ58/
Kits will be delivered the first week of the semester - Program coordinator Jen Ellis will collect and distribute to classes 12 noon on Day 1, August 22nd.
Use this address or delivery: USC Iovine and Young Academy, 3780 Watt Way, Los Angeles, CA 90089

## Course Schedule: Weekly Breakdown

| Date | Topics / Daily Activities | Readings and Projects | Deliverable / Due Dates |
|------|---------------------------|------------------------|--------------------------|
| **WEEK 1** | | | |
| Tuesday 8/22<br><br>**INTRO ELEMENTS + PRINCIPLES** | Syllabus / Introductions.<br><br>**Lecture:**<br>Visualization Overview.<br>Design Elements + Principles.<br><br>**In-Class:**<br>Warm Ups - Contour exercises.<br>Scavenger hunt for elements.<br>Team Mindmaps (5 per).<br><br>**Demo:**<br>Duotones and InDesign import.<br>Template grid. | **Handout:**<br>Design Vocabulary.<br><br>***PROJECT 1:*** *25pts*<br>*Scavenger Hunt.*<br>*Design Elements – lines + shapes grid – duotones.*<br>*Pages 1+2*<br>*(Use template – watch video) Export as a single PDF.*<br>*Due Thursday, 8/24* | |
| Thursday 8/24<br><br>**LINE + SHAPE FORM** | **Review:**<br>Project 1<br><br>**Lecture:**<br>Design Elements:<br>Line, Contour<br><br>**Demo + In-Class Drawing:**<br>Contours.<br>Calculating proportions. | ***PROJECT 2:*** *100pts*<br>*Shoe contour.* | ***PROJECT 1:***<br>*Scavenger Hunt Design Elements – lines + shapes grid – Pages 1+2 Duotones - Export as single PDF.* |
| **WEEK 2** | | | |
| Tuesday 8/29<br><br>**CONTOUR** | **Review:**<br>Project 2<br><br>**Lecture:**<br>Intro MURAL project – Groups<br>(POV – Time – Divided grid 57)<br><br>**Demo + In-Class Drawing:**<br>Quick sketch forms.<br>Contour drawing.<br>Scanning cc value drawings. | **Handout:**<br>Quick sketch forms.<br><br>***PROJECT 3a:*** *50pts*<br>*Mural Project*<br>*3-5 Individual concept Sketches or digital.*<br>*Due Thursday, 8/31* | ***PROJECT 2:***<br>*Shoe contour.* |

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| Thursday 8/31<br><br>**CONTOUR** | **Review:**<br>Project 3a<br><br>**Lecture:**<br>Contour: Expression of line/shape.<br><br>**In-Class Drawing:**<br>Calculating proportions - Picasso drawings.<br>Mural groups meet to discuss ideas. | ***PROJECT 3b:*** *50pts*<br>*Mural Project group Presentations 1 concept 5x = 12 teams (upload to template)*<br>*Due Tuesday 9/05* | ***PROJECT 3a:***<br>*Mural Project 3-5 individual Concept sketches.* |

## WEEK 3

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| Tuesday 9/05<br><br>**LINEAR PERSPECTIVE + MURAL** | **Review:**<br>Project 3b<br><br>**Lecture:**<br>Perspective.<br>Atmospheric, Isometric, Linear 1 & 2pt.<br><br>**In-Class Drawing:**<br>1-pt perspective 12 cubes: 6 below / 6 above horizon.<br>Calculating 1pt ellipses, cylinders.<br>3 below / 3 above horizon. | ***PROJECT 4a:*** *25pts*<br>*Perspective copy*<br>*1-pt perspective copy*<br>*Due Thursday, 9/07*<br><br>*Winning team refines idea - applies limited color palette - coordinates a production schedule.*<br><br>*Supplies ordered.* | ***PROJECT 3b:***<br>*Mural Project group Presentations 1 concept 5x = 12 teams (upload to template).*<br>*Voting on Mural Concepts.* |
| Thursday 9/07<br><br>**LINEAR PERSPECTIVE** | **Review:**<br>1-point perspective copy<br><br>**In-Class:**<br>Mural organization + Scheduling – work begins.<br><br>**In-Class Drawing:**<br>2-pt perspective 12 cubes: 6 below / 6 above horizon.<br>Calculating 2pt ellipses cylinder: 3 below / 3 above horizon. | ***PROJECT 4b:*** *25pts*<br>*Perspective copy*<br>*2-pt perspective copy*<br>*Due Tuesday, 9/12*<br><br>*Rene Lara + Facilities team prep talk 2pm.*<br><br>*Mural construction BEGINS: Work over the weekend.* | ***PROJECT 4a:***<br>*1-pt perspective copy.*<br><br>***PROJECT 3b:***<br>*Winning team refines idea applies limited color palette –*<br><br>*Team coordinates a production schedule.* |

## WEEK 4

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| Tuesday 9/12<br><br>**PERSPECTIVE** | **Review:**<br>2-point perspective copy.<br><br>**Lecture:**<br>Mechanics of perspective.<br>Blender introduction.<br><br>**In-Class Drawing:** | **Handout:**<br>Mechanics of perspective.<br><br>***PROJECT 4c:*** *25pts*<br>*Perspective Birdhouse copies.*<br><br>*Prime Studio* | ***PROJECT 4b:***<br>*2-pt perspective copy.* |

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| | Birdhouses copy (work from computer).<br>Visualization sprints. | *Product Design*<br><br>*Sketch like an industrial designer.* | |
| Thursday<br>9/14<br><br>**PERSPECTIVE** | **Review:**<br>Birdhouse copies.<br><br>**Lecture:**<br>Design Elements: Form.<br><br>**Demo:**<br>Origami modules + cube.<br><br>**In-Class Prototype:**<br>Cube + team origami modular construction. | ***PROJECT 5:*** *100pts*<br>*Origami star construction.*<br>*Due Tuesday, 9/19*<br><br>*How to make Origami Cube.*<br>*How to make Origami Star.*<br><br>*Assigned partner to help in final construction.* | ***PROJECT 4c:***<br>*Perspective Birdhouse copies.* |

**WEEK 5**

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| Tuesday<br>9/19<br><br>**PERSPECTIVE** | **Review:**<br>Project 5.<br><br>**Lecture:**<br>Design Elements: Value.<br><br>**In-Class Drawing:**<br>Building with simple shapes.<br>Isometric copies.<br>1-8 block value scale.<br>Add 5/20/50 to all previous cubes.<br><br>Students meet in groups for design movements. | ***PROJECT 6a:*** *50pts*<br>*Group Project*<br>*Design Movement Presentations.*<br>*Due Thursday, 9/21* | ***PROJECT 5:***<br>*Origami star construction.* |
| Thursday<br>9/21<br><br>**PERSPECTIVE** | **Review:**<br>Project 6a.<br><br>**In-Class Drawing:**<br>Sphere shading w/textures.<br>Lateral creative exercises.<br>Teams meet for group design movements presentations. | ***PROJECT 7a:*** *100pts*<br>*Bird Hotels.*<br>*5 Perspective builds Iso.*<br>*5 Perspective builds 2pt*<br>*Using forms (cube, cone, sphere, cylinder).*<br>*Due Tuesday, 9/26*<br><br>***PROJECT 3c:*** *100pts*<br>*Mural completed*<br>*Due Thursday, 10/03*<br><br>*Abstract: The Art of Design Neri Oxman Bio-Architect* | ***PROJECT 6a:***<br>*Group Project*<br>*Design Movements Presentations.* |

## WEEK 6

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| Tuesday 9/26<br><br>**RENDERING** | **Review:**<br>Project 7a: Bird Hotels.<br><br>**Lecture:**<br>Linear and Lateral thinking<br><br>**In-Class Form Building:**<br>Team Bird Hotel prototype. | | *PROJECT 7a:*<br>*Bird Hotels*<br>*5 Perspective builds Iso*<br>*5 Perspective builds 2pt*<br>*Using forms (cube, cone, sphere, cylinder)* |
| Thursday 9/28<br><br>**RENDERING** | **In-Class Drawing:**<br>Work towards assignment of more bird hotel options.<br>Lateral thinking explorations. | *PROJECT 7b: 100pts*<br>*Bird Hotels*<br>*5 Perspective builds Iso*<br>*5 Perspective builds 2pt*<br>*Incorporate lateral,*<br>*Design movements and*<br>*AI inspiration.*<br>*Due Tuesday, 10/03*<br><br>*PROJECT 3c:*<br>*Mural completed!!* | |

## WEEK 7

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| Tuesday 10/03<br><br>**RENDERING** | *Review:*<br>*Project 7b: Bird Hotel Perspective Builds.*<br><br>*In-Class Drawing:*<br>*Work on improving, refining Final Bird Hotel.* | *PROJECT 6b: 50pts*<br>*Group presentations of design principles.*<br>*Due Tuesday, 10/05* | *PROJECT 7b:*<br>*Bird Hotels*<br>*5 Perspective builds Iso*<br>*5 Perspective builds 2pt*<br>*Incorporate lateral,*<br>*Design movements*<br>*and AI inspiration.*<br><br>*PROJECT 3c:*<br>*Mural completed!!* |
| Thursday 10/05<br><br>**USING SENSES COLOR** | **Review:**<br>Project 5d: Final Bird Hotel<br><br>**In-Class:**<br>Quick phrase interpretations.<br>Taste – Touch – Hearing.<br>Visual Communication. | *PROJECT 7c: 100pts*<br>*Final Bird Hotel*<br>*Contour with value*<br>*Pencil + marker versions*<br>*Due Tuesday, 10/10* | *PROJECT 6b:*<br>*Group presentations on design principles.* |

## WEEK 8

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| Tuesday 10/10<br><br>**GRAPHICS** | **Lecture:**<br>Using all the senses in design.<br><br>**In-Class:**<br>Introduce graphic thinking —<br>9 interpretation sound sketches. | *PROJECT 8a: 100pts*<br>*Graphic Thinking:*<br>*3 sounds with 3*<br>*interpretations each = 9*<br>*3"x3" in pencil.* | *PROJECT 7c:*<br>*Final Bird Hotel*<br>*Contour with value*<br>*Pencil + marker versions.* |
| Thursday 10/12<br><br>**GRAPHICS** | **Review:**<br>Project 8a: Graphic thinking (roughs).<br><br>**In-Class Demo Digital:**<br>Illustrator fundamentals.<br>Creating and transforming objects, arrangement. | *PROJECT 8b:*<br>*1 final digital solution,*<br>*2 versions (1pos / 1neg)*<br>*Due Tuesday, 10/17*<br><br>*Graphic Design*<br>*Foundations.* | *PROJECT 8a:*<br>*3 sounds with 3*<br>*interpretations each = 9*<br>*3"x3" in pencil.* |

## WEEK 9

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| **Week 9**<br>Tuesday 10/17<br><br>**GRAPHICS** | **Review:**<br>Project 8b: Graphic thinking (digital).<br><br>**Demos:**<br>Figures in space.<br><br>**In-Class Digital:**<br>Figure copies. | *PROJECT 9a: 50pts*<br>*Storyboard narrative*<br>*Figure copies.*<br>*Begin storyboard*<br>*narrative thumbnail*<br>*concepts.*<br>*Due Tuesday, 10/31*<br>*Toy Story Pitch* | *PROJECT 8b:*<br>*1 final digital solution,*<br>*2 versions (1pos / 1neg).* |
| Thursday 10/19 | ***Fall Recess: No Class!*** | | |

## WEEK 10

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| Tuesday 10/24<br><br>**STORYBOARD** | **Guest Lecturer:**<br>Mark Michelon / Storyboards.<br><br>**In-Class:**<br>POV environment.<br>Storyboard brainstorming. | | *PROJECT 9a:*<br>*Figure copies.* |

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| Thursday 10/26 **STORYBOARD** | **In-Class Drawing:** Storyboard narratives. 12 to 16 frame figure solution. | *PROJECT 9b: 50pts Storyboard to pin up and pitch presentation.* *Due Tuesday, 10/31* | |

**WEEK 11**

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| Tuesday 10/31 **STORYBOARD** | *Review: Project 9b: Storyboards.* | | *PROJECT 9b: Storyboard to pin-up and pitch presentation.* |
| Thursday 11/02 **FORM** | **Lecture:** Creative problem-solving 7 steps. **In-Class:** Begin product/packaging final assignment. | *PROJECT 10a: 100pts 2 Mind Maps. Product + packaging research. Product drawing copies 5-7 PRODUCT design potion bottle concepts.* *Due Tuesday, 11/07* | |

**WEEK 12**

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|---|---|---|---|
| Tuesday 11/07 **PRODUCT** | **Review:** Project 10a: PRODUCT concepts. **In-Class:** Product naming, branding, and patterns. | | *PROJECT 10a: 2 Mind Maps. Product + packaging research. Product drawing copies 5-7 PRODUCT design potion bottle concepts.* |
| Thursday 11/09 **PRODUCT** | **Guest Lecturer:** Brett Berkowitz / Product Manager. | *PROJECT 10a: 5-7 PACKAGE design potion bottle concepts.* *Due Tuesday, 11/14* | |

**WEEK 13**

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|---|---|---|---|
| Tuesday 11/14 **PRODUCT** | **Review:** Project 10a: PACKAGE concepts. **In-Class:** Choose direction. Begin iterations-refining and brand style applications. | | *PROJECT 10a:* *5-7 PACKAGE design potion bottle concepts.* |
| Thursday 11/16 **PRODUCT** | **In-Class:** Choose direction. Begin iterations-refining and brand style applications. | *PROJECT 10b: 100pts* *Choose 1 direction –* *10 refined product sketches.* *Due Tuesday, 11/21* | |

## WEEK 14

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| **Week 14** Tuesday 11/21 **PRODUCT** | **Review:** Project 10b. | *PROJECT 10c: 100pts* *Product and Package Final sketch renderings Pencil and marker.* *Due Tuesday 11/28* | *PROJECT 10b:* *Choose 1 direction –* *10 refined product sketches.* |
| Thursday 11/23 | ***Thanksgiving Break: No Class!*** | | |

## WEEK 15

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| **Week 15** Tuesday 11/28 **PRODUCT** | **Review:** Project 10c. **Lecture and demo:** Creating a presentation portfolio PDF. | | *PROJECT 10c:* *Product and Package Final sketch renderings Pencil and marker.* |
| Thursday 11/30 **PORTFOLIO** | | Final Portfolio of all in-class work uploaded to Blackboard. ***FINAL PROJECT:*** *Final Presentation of the entire product and packaging process.* *Due Thursday, 12/07* | |

| FINALS WEEK | | | |
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| Thursday 12/07<br><br>**FINAL** | **FINAL PORTFOLIOS AND PRODUCT PRESENTATIONS DUE.** | | *Final Portfolio of all in-class work submitted.*<br><br>*FINAL PROJECT:*<br>*Final Presentation of the entire product and packaging process.* |

## 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.