

# USC Iovine and Young Academy

*Arts, Technology and the Business  
of Innovation*

## **IDSN-540: Processes and Perspectives**

**Units:** 4.0

**Term:** Fall 2023, Tuesdays 5:30–7:20pm

**Location:** Online

**Instructor:** Yihyun Lim

**Office / Office Hours:** Virtual / By Appointment

**Contact Info:** [yihyun@usc.edu](mailto:yihyun@usc.edu)

**IT Help:**

<https://uscedu.sharepoint.com/sites/IYASStudent/SitePages/IT-Resources.aspx>

**Hours of Service:** 8:30 a.m. – 6:30 p.m.

**Contact Info:** [iyahelp@usc.edu](mailto:iyahelp@usc.edu)

## Course Description

The first core course required of entering students, and a recommended preparation for all courses that follow, Processes and Perspectives provides students with instruction in discipline-specific, cross disciplinary, and shared approaches to the creation and implementation of products, services, projects, systems, and/or organizational development. What are the standard methodologies used to take a creative idea of a technological, business, and/or artistic nature to fruition? What are the philosophical and practical underpinnings of those methodologies? What are the implications of those methodologies when implemented? The course is designed to address these and similar questions through an active dialectic approach—motivating students to adopt different perspectives, manage the methodology-based tensions generated by those different perspectives, and seek creative and integrative solutions. Topics include creative and user-focused elements and perspectives (design), feasibility analytics (technology), and lean start-up techniques (business).

## Learning Objectives and Outcomes

Students in this course will gain early fluency in the approaches shared by and distinct to those in design, business, and/or engineering. Upon completing this course, students will be able to:

- Understand the steps involved in various data-driven and creative processes (e.g., design methodologies, lean start-up).
- Apply their knowledge of these processes to the development of varied prototypes.
- Evaluate the effectiveness and utility of these processes in varied organizational settings, with particular focus on those settings most supportive of or interested in innovation.
- Build and communicate effectively within integrated multidisciplinary, multi-perspective teams.

**Prerequisite(s):** none

**Co-Requisite(s):** none

**Concurrent Enrollment:** IDSN-510 Integrative Practices Residential

**Recommended Preparation** none

## Course Notes

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

## 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 Support Links:

[Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#).

### HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE

The following software are available for purchase online at the Iovine and Young Academy discounted rate:

Software	IYA Short-Term License at USC Bookstore
Adobe Creative Cloud	\$70 2023–2024 annual license (active through July 2023)
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](mailto:iyahelp@usc.edu).

### Required Readings and Supplementary Materials

- [Carreyrou, John. \*Bad Blood: Secrets and Lies in a Silicon Valley Startup\*. 2018.](#)
- [Hoffman, Steven S. \*The Five Forces That Change Everything\*, 2021](#)

Required readings will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of outlets; in most 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.

### Course Schedule: A Weekly Breakdown

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

Unit	Title and Topics	Deliverables
1 8/22	<b>Processes and Perspectives</b> <ul style="list-style-type: none"><li>• Interdisciplinary Focus</li><li>• Engineering Environments</li><li>• Business Environments</li><li>• Design Environments</li><li>• Workforce Skills 2020</li></ul>	Methods and Techniques Quiz Mind Map

<p><b>2</b> 8/29</p>	<p><b>Exploring Creativity</b></p> <ul style="list-style-type: none"> <li>• Introduction to Exploring Creativity</li> <li>• Defining Creativity</li> <li>• Attributes of a Creative Individual</li> <li>• Thinking About Creativity</li> <li>• Overcoming Obstacles</li> </ul>	<p>Methods and Techniques Quiz Process Journal: Exploring Creativity</p>
<p><b>3</b> 9/5</p>	<p><b>Creative Problem-Solving (CPS) Methods and Models</b></p> <ul style="list-style-type: none"> <li>• Introduction to Creative Problem-Solving Methods and Models</li> <li>• Creative Problem-Solving Methods</li> <li>• Creative Problem-Solving Models</li> <li>• A Universal Creative Problem-Solving Model</li> </ul>	<p>Methods and Techniques Quiz Creative Problem-Solving Interviews Contribute to the CPS</p>
<p><b>4</b> 9/12</p>	<p><b>Case Study 1_Theranos Part 1</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Case Study</li> <li>• Interview</li> <li>• Reading</li> </ul>	<p>Methods and Techniques Quiz <i>Read: Bad Blood Ch. 1 - 12</i></p>
<p><b>5</b> 9/19</p>	<p><b>Case Study 1_Theranos Part 2</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Case Study</li> <li>• Interview</li> <li>• Reading</li> </ul>	<p>Methods and Techniques Quiz <i>Read: Bad Blood Ch. 13 - 24</i></p>
<p><b>6</b> 9/26</p>	<p><b>Case Study 2_The Five Forces That Change Everything, Part 1</b></p> <ul style="list-style-type: none"> <li>• Case Study, Part 1 – Presentation and Prompts</li> </ul>	<p><i>Read: The Five Forces That Change Everything (Intro through Force 3)</i></p> <p><b>Prompt 1</b> - The Five Forces That Change Everything, Part 1 Takeaways <b>Prompt 2</b> - Why Are Humans So Bad at Seeing the Future <b>Prompt 3</b> - Intersectional Innovation, v1</p>
<p><b>7</b> 10/3</p>	<p><b>Case Study 2_The Five Forces That Change Everything, Part 2</b></p> <ul style="list-style-type: none"> <li>* Case Study, Part 2 Presentation and Prompts</li> </ul>	<p><i>Read: The Five Forces That Change Everything (Force 4 to end)</i></p> <p><b>Prompt 1</b> - The Five Forces That Change Everything, Part 2 <b>Prompt 2</b> - Questions for Captain Hoff <b>Prompt 3</b> - Intersectional Innovation, v2</p>
<p><b>8</b> 10/10</p>	<p><b>Seven Stages of Creative Problem Solving_Acceptance and Analysis</b></p> <ul style="list-style-type: none"> <li>• Introduction to Acceptance</li> <li>• Defining Acceptance</li> <li>• Methods and Techniques</li> <li>• Introduction to Analysis</li> <li>• Defining Analysis</li> <li>• Methods and Techniques</li> </ul>	<p>Methods and Techniques Quiz Team Norms Documentation (group) Topic Selection and Research Documentation (group) Morphological Analysis (group) Process Journal: Acceptance Process Journal: Analysis</p>

9 10/17	<b>Seven Stages of Creative Problem Solving_Definition</b> <ul style="list-style-type: none"> <li>• Introduction to Definition</li> <li>• Defining Definition</li> <li>• Methods and Techniques</li> </ul>	Methods and Techniques Quiz Where Good Ideas Come From Problem Statement Documentation (group) Process Journal: Definition
10 10/24	<b>Seven Stages of Creative Problem Solving_Ideation</b> <ul style="list-style-type: none"> <li>• Introduction to Ideation</li> <li>• Defining Ideation</li> <li>• Methods and Techniques</li> <li>• Business Model Canvas</li> </ul>	Methods and Techniques Quiz Brainstorming Documentation (group) Business Model Canvas (group) Process Journal: Ideation
11 10/31	<b>Seven Stages of Creative Problem Solving_Selection</b> <ul style="list-style-type: none"> <li>• Introduction to Selection</li> <li>• Defining Selection</li> <li>• Methods and Techniques</li> </ul>	Methods and Techniques Quiz Selection Documentation (group)
12 11/7	<b>Seven Stages of Creative Problem Solving_Implementation</b> <ul style="list-style-type: none"> <li>• Introduction to Implementation, Part 1</li> <li>• Defining Implementation</li> <li>• Methods and Techniques</li> </ul>	Methods and Techniques Quiz Prototype Documentation (group) Process Journal: Implementation
13 11/14	<b>Seven Stages of Creative Problem Solving_Implementation</b> <ul style="list-style-type: none"> <li>• Introduction to Implementation, Part 2</li> <li>• Reconsidering Implementation</li> <li>• Additional Methods and Techniques</li> <li>• Teamwork Time</li> </ul>	Prototype Iteration Documentation (group) Process Journal: Implementation
14 11/21	<b>Seven Stages of Creative Problem Solving_Evaluation</b> <ul style="list-style-type: none"> <li>• Introduction to Evaluation</li> <li>• Defining Evaluation</li> <li>• Methods and Techniques</li> </ul>	Methods and Techniques Quiz Team Evaluation Rubric (group) Team Check-In and Reflection (group) Process Journal: Evaluation
15 11/28	<b>Defining Your Own Process</b> <ul style="list-style-type: none"> <li>• Introduction to Defining Your Own Process</li> <li>• Adapting and Individualizing the Creative Problem-Solving Model</li> <li>• Building a Culture of Sensitivity</li> <li>• Preparing for the Final Presentation</li> </ul>	Final Presentations (group) Final Documentation of Presentations (group) Reflection/Self- and Team Assessment Evaluation of Other Team Presentations (group)

## Description and Assessment of Assignments

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### UNIT 1\_PROCESSES AND PERSPECTIVES

#### 1. Mind-Map: How Do You Solve Problems?

Use a mind-mapping format to visualize the processes you typically go through when solving a problem. Don't think of a specific problem, but rather share your general approach to problem solving. Elaborate on the sequence of stages involved, required ways of thinking, methods and techniques you use, and any other details that can help flesh out the mindmap to best reflect your process. Have fun, explore your process and take your time! [https://en.wikipedia.org/wiki/Mind\\_map](https://en.wikipedia.org/wiki/Mind_map)

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### UNIT 2\_EXPLORING CREATIVITY

#### 1. Process Journal: Exploring Creativity

Go to Digital Campus > IDSN 540 > Discussions > Unit 2 | Process Journal: Exploring Creativity. Post your thoughts on creativity and what it means to you using the first Reply button on the page. Students are encouraged to post comments on your classmates' postings on all process journal discussions.

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### UNIT 3\_CREATIVE PROBLEM SOLVING (CPS) METHODS AND MODELS

#### 1. Creative Problem-Solving Interviews

Interview three (3) individuals. Ask them to respond to these two questions:

1. How do you generate ideas? (How, when, and where are you inspired? What inspires you? What obstacles do you face in coming up with a new idea and how do you overcome those obstacles?)
2. What process(es) do you use to solve problems? (Describe the steps of your problem-solving process. Explain your journey from inspiration to implementation.)

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### UNIT 6\_CASE STUDY 2: THE FIVE FORCES THAT CHANGE EVERYTHING, Part 1

#### 1. The Five Forces That Change Everything, Part 1 Takeaways

Each student please read:

- 1) [The Five Forces that Change Everything](#) (from the Forward through the end of Force 3. You will read the rest of the book for Unit 7)
- 2) The author, [Steve Hoffman's bio](#)

Each student please write your Top 3 takeaways from these readings in the discussion thread at *Digital Campus > IDSN 540 > Discussions*.

Note: Each takeaway should be at minimum a short paragraph. Each takeaway could communicate a way you are inspired, a critique, or other thinking.

#### 2. Why Are Humans So Bad at Seeing the Future

Each student please read this article: [Why Humans are So Bad at seeing the Future](#).

Each student please write your Top 2 takeaways from the reading in the threaded discussion at *Digital Campus > IDSN 540 > Discussions*.

Note: Each takeaway should be at minimum a short paragraph.

### **3. Intersectional Innovation, v1**

Think about all the Unit 6 readings and put together a creative board (e.g. using Figjam, Miro, Mural or other tool) with concepts for near future innovations. Think about the how the forces Steve Hoffman describes may come together and create opportunities for entrepreneurs in the near future.

Each student submits a link to your work via the assignment page on Digital Campus.

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## **UNIT 7\_CASE STUDY 2: THE FIVE FORCES THAT CHANGE EVERYTHING, Part 2**

### **1. The Five Forces That Change Everything, Part 2 Takeaways**

Each student please finish reading:

- 1) The Five Forces that Change Everything (from Force 4 to the end)

Each student please write your Top 3 takeaways from the reading on the Digital Campus via *Digital Campus > IDSN 540 > Discussions*.

Note: Each takeaway should be at minimum a short paragraph. Each takeaway could communicate a way you are inspired, a critique, or other thinking.

### **2. Questions for Captain Hoff**

Think about all that you have learned from reading The Five Forces That Change Everything, completing P&P Unit 6 assignments related to the book, and discussing all of it in class.

Each student please write at least two questions for Steve Hoffman and post via *Digital Campus > IDSN 540 > Discussions*.

The instructors may share student questions with Steve Hoffman and invite him to speak to the class. Note that he may or may not be able to attend depending on his schedule.

### **3. Intersectional Innovation, v2**

Think about the feedback you received from your classmates and instructor on your Intersectional Innovation v1 Figjam board (e.g. the one you made as a Unit 6 assignment).

Create a concept for a product or service at the intersection you have identified (or other intersection). Use the cloud tool of your choice - e.g. Google Slides, Figma, etc.

You are free to express your idea in whatever format feels right to you. Suggestions:

- show us what you envision by making a [Visual Value Proposition](#) (Links to an external site.)
- Use the format: We are making \_\_\_ for \_\_\_ so they can \_\_\_\_

Each student submit your work to the assignment page on Digital Campus as a URL.

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## UNIT 8\_CPS: ACCEPTANCE and ANALYSIS

### 1. Team Norms Documentation (group)

Review and select your team understandings and agreements. Create a list, and post to the digital platform.

### 2. Topic Selection and Research (group)

Review and select your team topic, or area of interest, for your final project. Document the topic selection and a synthesized version of your research to the digital platform.

### 3. Morphological Analysis. (group)

Complete a morphological analysis of your project subject in order to outline properties and components that comprise the subject matter - (<http://creatingminds.org/tools/morphological.htm>)

Teammates should choose different project components to perform the analysis on. Compare findings with teammates. Create ONE final grid result as a post to the digital platform (either as an image or as a table). *\*This deliverable may of use throughout the remainder of the course. Submission due as noted in Unit 8.*

### 4. Process Journal: Acceptance and Analysis

Consider what it would be like to succeed in overcoming the problem that lays ahead of you. Attempt to get into a positive state of mind by projecting yourself into the mental state you would be in as you joyously celebrate the rewards of your success. Think about the potential benefits that you might accrue if you become involved in this project. Reflect on the subject matter that you and your group have chosen and how accepting the undertaking will benefit you personally. Do via *Unit 8 | Process Journal: Acceptance.*

Once you have reflected on the Acceptance portion of the process, turn your attention to the Analysis phase. Reflect on the methods and techniques for analysis that you have used this week and summarize those activities in a new post in your process journal. Where have you sought out research material? What kind of interesting things have you discovered? What sort of insights are you able to gather through your research so far? Document your reflections via *Unit 8 | Process Journal: Analysis.*

\*This deliverable is considered as TWO separate entries to Discussion threads. One for Acceptance, and one for Analysis.

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## UNIT 9\_CPS: DEFINITION

### 1. Problem Statement Documentation (group)

Attempt to define the problem on your own and create a new post in your process journal to document the definition. Then get together and explain from your perspective the path you took to arrive at your definition and your rationale for its development. Discuss, critique, compare and contrast your definitions and make notes on what your group members have to say about your definition. How similar were all of the definitions? How different were they? What were the patterns and what were the outliers?

After sharing your individual problem definitions, come to a group consensus regarding what your final problem definition will be and add that definition to your submission to the Digital Campus.

## 2. Process Journal: **Definition**

Reflect on the methods and techniques that your group used to define the problem and summarize those activities in a process journal below in Digital Campus > IDSN 540 > Discussion. How did you come to a consensus on what characteristic of the problem needs to be addressed?

## 3. Discussion: **Where Good Ideas Come From**

Students please watch this video [Where Good Ideas Come From](#) by Steven Johnson).

Write your top 4 takeaways from the video. Include thoughts about how these ideas may influence your practice (or not) via Digital Campus > IDSN 540 > Discussions > Unit 9 Where Good Ideas Come From.

Students add comments to your classmates' submissions and be prepared to discuss in the next class.

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## UNIT 10\_CPS: IDEATION

### 1. Group Brainstorming and Debriefing Session (group)

Using your problem definition, come to a consensus on what your idea-generating question should be (HMWs – How might we...?). While you brainstorm with your team, be sure to record everyone's ideas. Observe and visualize your brainstorming process (Do you do it remotely? What collaboration software do you use? Are you writing, drawing, or something else? How does everyone feel?). Limit the duration of your group brainstorming activity and make sure that you always have the prompt, **OR PROBLEM DEFINITION**, in front of you. Get as many ideas out as possible; the more the better.

Once your brainstorming session is over, take a little time to look at the ideas that you have generated as a group and attempt to make an effort to organize them in some logical fashion. Discuss some of your favorite ideas from each other and how you could combine different ideas in various ways.

**DO NOT MAKE A FINAL SELECTION BUT BE PREPARED TO BRING YOUR TOP THREE CHOICES TO THE LIVE SESSION FOR DISCUSSION AND FEEDBACK.** Submit a document highlighting your process to the Digital Campus.

### 2. Process Journal: **Ideation**

Reflect on the methods and techniques that your group used to come up with ideas to address the problem you defined in the previous unit and summarize those activities in a new process journal post in the Discussion thread below. What ideas were the outcome of your group brainstorming exercise? What were some of the standout ideas and discussion-points that came out of the debriefing session?

### 3. Business Model Canvas (group)

Once you have made an **INITIAL** selection, complete a Business Model Canvas comprising key questions such as what is your revenue stream, what are key partnerships you'll need to forge, and what resources are vital to your operation. Use this template ([https://upload.wikimedia.org/wikipedia/commons/1/10/Business\\_Model\\_Canvas.png](https://upload.wikimedia.org/wikipedia/commons/1/10/Business_Model_Canvas.png)) and fill out the fields as thoroughly as possible. The more detailed your canvas is, the more informed your implementation will be. Consider this a first pass at a business model, and one that your team will refine as you move forward in the Selection process.

*\*This deliverable may be utilized during units 10 and 11. Final submission due with Unit 11 deliverables.*

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## UNIT 11\_SELECTION

### 1. Selection Documentation (group)

Using the ideas generated during the ideation phase, work with your team and use one or more of the decision-making methods and techniques to select an appropriate solution to your problem. What criteria did you use to select the solution? How do the pragmatic and logistical concerns around implementation affect the selection of your solution? How do you deal with compromises and coming to a consensus regarding the solution decision? Document your activities in the digital platform.

### 2. Business model Canvas (group)

Submit the business model canvas that you developed as a group on Digital Campus.

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## UNIT 12\_IMPLEMENTATION

### 1. Prototype Documentation (group)

Now that you have selected your solution; keep sketching and refining your concept. How will you build your solution? What does it look like? How does it serve the audience you have selected? How can you begin to iterate on your earlier ideas? Document your activities in the digital platform.

### 2. Process Journal: Implementation

Reflect on the methods and techniques that your group plans to use to communicate the ways that your project should be implemented and summarize those thoughts in a new post in a process journal post via *Digital Campus > IDSN 540 > Discussions > Unit 12 | Process Journal, Implementation*. How do you most effectively pitch your idea to various stakeholders? How do you visually communicate the objects, environments, systems, processes, and interactions involved in your project implementation?

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## UNIT 13\_IMPLEMENTATION

### 1. Process Journal: Implementation, pt. 2

Reflect on how you and your team spent the week iterating on your solution. What were some of the success and failure points? Did you have to pivot your idea? How did you generate visual assets for your solution? How can you put these to use in your final presentation materials? Summarize those thoughts in a new post in a process journal post via *Digital Campus > IDSN 540 > Discussions > Process Journal: Implementation, Part 2*.

### 2. Prototype Iteration Documentation

Document your process for prototyping and submit to the digital platform. How you and your team spent the week iterating on your solution. What were some of the success, and failure points? Did you have to pivot your idea? How did you generate visual assets for your solution? How can you put these to use in your final presentation materials and to further your collective ideas to realize your solution?

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## UNIT 14\_EVALUATION

### 1. Team Evaluation Rubric (group)

As a team, define the rubric for evaluating each of the other team's creative problem-solving processes, solutions and presentations. You will need to gauge how effectively they have addressed their problem

definition as well as how clearly, they communicate the idea to the audience during their presentation. We will review these drafted rubrics in class. Please submit to the Digital Campus.

*Once final presentations have concluded, individually fill out the rubric for each team that presents and submit them through the Digital Campus after the final presentations.*

## **2. Team Check-In and Reflection (group)**

Take time, as a team to check-in and remind the group of your team norms. Did you stick to these agreements? Did you forget to observe them? How could your group have improved these collaborative agreements? Please submit to the Digital Campus.

## **3. Process Journal: Evaluation**

Reflect on the methods and techniques that are most appropriate for evaluating the performance of your groups implementation and summarize those thoughts in a new process journal post via *Digital Campus* > *IDSN 540* > *Discussions* > *Process Journal: Evaluation*. How do you assess the outcome of the various phases of the creative problem-solving process that your project has gone through?

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# **UNIT 15\_DEFINING YOUR OWN PROCESS**

## **1. Final Project Presentation. (group)**

Create a multimedia presentation documenting how your team used the creative problem-solving process to solve your problem. It should tell a narrative about your initial approach to the subject matter, how you analyzed and researched the subject in order to land on a specific problem definition, how you used a variety of techniques to generate ideas, and how you picked a solution from those ideas. Your presentation should outline the characteristics of how you would implement the solution, including what it looks like, how it works, and the logistical and pragmatic considerations behind its implementation.

The presentation should be a 16:9 PDF (Google Slides or equivalent) but can include any variety of multimedia such as video, animation, audio, 3d models, etc. Your final work should nod to the CPS process and utilize findings from the business model canvas. Time allotment to be selected by Instructor each semester. Post your final deck and any additional appendix items to the Digital Campus.

*Remember: other students will be evaluating your presentation for how effectively your implementation addresses the problem and how effectively your presentation communicates the project.*

## **2. Self and Team Member Assessment.**

Complete a self-assessment and an assessment of each member of your team. Write at least a paragraph about the contributions and performance of each team member in your group. 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. Your self-assessment should include a number of ways that you believe you could improve your own level of performance in the next group project you become involved in.

*Submit this document through the Digital Campus AS A WORD DOC OR PDF.*

## **3. Evaluate Other Groups (group)**

Utilizing your 'Team Evaluation Rubric,' gauge how effectively other teams have addressed and solved for their problem as well as how clearly, they communicate the idea to the audience during their

presentation. Individually fill out the rubric for each team that presents and submit them through the Digital Campus after the final presentations.

*Recommend a single google sheet with tabs for each team, and space for each team member on your team to fill out during the presentations.*

i.e. how the learning outcome will be assessed. Include any assessment and grading rubrics to be used.

## Participation

Students are expected to actively participate in this course. In an online forum, participation includes:

- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention in synchronous sessions
- Significant collaboration with classmates and teammates

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.

## Grading Breakdown

Assignment	% Of Grade
Participation	10%
Quizzes	20%
Journal and Reflection Assignments	10%
Practice Assignments	30%
Final Presentation and Associated Deliverables	30%
<b>TOTAL</b>	<b>100%</b>

### Quizzes – 20% of total grade

Title	Points Possible
Unit 1   Methods +Techniques Quiz	100
Unit 2   Methods +Techniques Quiz	100
Unit 3   Methods +Techniques Quiz	100
Unit 4   Methods +Techniques Quiz	100
Unit 5   Methods +Techniques Quiz	100
Unit 6   Methods +Techniques Quiz	100
Unit 7   Methods +Techniques Quiz	100
Unit 8   Methods +Techniques Quiz	100
Unit 9   Methods +Techniques Quiz	100
Unit 10   Methods +Techniques Quiz	100

Unit 11   Methods +Techniques Quiz	100
Unit 12   Methods +Techniques Quiz	100
Unit 14   Methods +Techniques Quiz	100

**Journal and Reflection Assignments – 10% of total grade**

<b>Title</b>	<b>Points Possible</b>
Unit 1   Mind-Map: How Do You Solve Problems?	Credit / No Credit
Unit 2   Process Journal: Exploring Creativity	Credit / No Credit
Unit 6   Prompt 1, The Five Forces That Change Everything, Part 1 Takeaways	Credit / No Credit
Unit 6   Prompt 2, Why Are Humans So Bad at Seeing the Future?	Credit / No Credit
Unit 7   Prompt 1, The Five Forces That Change Everything, Part 2	Credit / No Credit
Unit 7   Prompt 2, Questions for Captain Hoff	Credit / No Credit
Unit 8   Process Journal: Acceptance	Credit / No Credit
Unit 8   Process Journal: Analysis	Credit / No Credit
Unit 9   Process Journal: Definition	Credit / No Credit
Unit 10   Process Journal: Ideation	Credit / No Credit
Unit 12   Process Journal: Implementation	Credit / No Credit
Unit 13   Process Journal : Implementation, Part 2	Credit / No Credit
Unit 14   Team Evaluation Rubric	Credit / No Credit
Unit 14   Team Check-in and Reflection	Credit / No Credit
Unit 14   Process Journal: Evaluation	Credit / No Credit

**Practice Assignments – 30% of total grade**

<b>Title</b>	<b>Points Possible</b>
Unit 3   Creative Problem-Solving Interviews	100
Unit 6   Prompt 3, Intersectional Innovation v1	150
Unit 7   Prompt 3, Intersectional Innovation v2	150
Unit 8   Team Norms Documentation	100
Unit 8   Topic Selection + Research Documentation	100
Unit 8   Morphological Analysis	100
Unit 9   Where Good Ideas Come From	100
Unit 9   Problem Statement Documentation	100
Unit 10   Brainstorming Documentation	100
Unit 10   Business Model Canvas	100
Unit 11   Selection Documentation	100
Unit 12   Prototype Documentation	100
Unit 13   Prototype Iteration Documentation	100

### Final Presentation and Associated Deliverables – 30% of total grade

Title	Points Possible
Unit 15   Final Documentation of Presentation	100
Unit 15   Reflection/Self and Team Assessment	Credit / No Credit
Unit 15   Evaluation of Other Team Presentations	Credit / No Credit

### 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 Submission Policy

Assignments must be delivered, per instructor guidelines, by noon, 12 p.m. Pacific Time on the date that deliverable is listed as due (the date of that section's live session). Early submissions are, of course, encouraged.

- Deliverables that exceed maximum page or time length requirements will only be assessed up to (and not beyond) that limit.
- Read and heed supplementary Assignment Details, distributed when each assignment is launched, carefully.
- Process Journal assignments must be completed on the Discussion threads provided in Digital Campus

***All assignments must be completed in order to pass this class.***

### Late work

Assignments will be accepted after the deadline with the following grade penalties. Do not ask for 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

*Keep copies of all your files and emails until the end of the semester.*

## Grading Timeline

Grades will be shared within, or less than, a 1-2-week time period. You are encouraged to check in with your instructor at any time to better understand your standing in the course.

## Correcting a Grading Error or Disputing a Grade

If you don't inform the instructor of missing or incorrect grades within two weeks of those grades being posted, the grades will be assumed correct. Do not wait until the semester's end to check or appeal any grades. If you feel a grade merits re-evaluation, you are encouraged, within one week of the instructor providing a grade and initial feedback, to send the instructor a memo in which you request reconsideration. The memo should include a thoughtful and professional explanation of your concerns. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Note: Complaints on the date of a graded assignment's return to you will not be addressed; it is essential to wait one full day prior to raising a concern.)

## Class 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  $\frac{1}{2}$  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.

## 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **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 Digital Campus.

### **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 relationship 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).

### **USC Learning Experience Evaluations**

USC Learning Experience Evaluations otherwise known as course evaluations 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.

# Statement on Academic Conduct and Support Systems

## 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](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## Policy for the use of AI Generators

You should never attempt to present or include content created by others, including generative AI as your own. Attempting to take credit for content generated by AI or others without proper acknowledgement is a violation of USC's policies and standards for academic integrity and can result in disciplinary action.

As with including other sources in your research and assignments, it is critical to include proper citations and attributions when incorporating content created by generative AI. Visit the [Citing Generative AI](#) section on USC Libraries Research Guides website more details on how to cite Generative AI using common writing styles and formats.

Although critical evaluation of sources is a core component of research and academic work, it is especially important when working with generative AI. Content generated by AI should always be evaluated for its accuracy and credibility using critical thinking and additional, credible sources. Many large language models & text-based generators create content that appears accurate and may even include sources, some of which may not actually exist.

## Support Systems:

### [Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### [988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

### [Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### [Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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 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) 740-0411

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

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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