

# USC Iovine and Young Academy

*Arts, Technology and the Business  
of Innovation*

## **IDSN 546 Integrative Studio**

**Units: 2.0**

**Summer 2024—Thursdays—7:30 pm-9:30 pm PT**

**Location:** <https://brightspace.usc.edu>

**Instructor:** Jay Clewis and Jean-Michel Arnoult

**Office:** Virtual

**Office Hours:** By Appointment

**Contact:** [jclewis@usc.edu](mailto:jclewis@usc.edu); [arnoult@usc.edu](mailto:arnoult@usc.edu)

**USC Brightspace Help:** <https://www.brightspacehelp.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](mailto:iyahelp@usc.edu)

**Technology Support:** [Zoom information for student](#)

## **Course Description**

IDSN 546 Integrative Studio is a project-based course that uses human-centered design research and methodologies to identify and explore a specific problem space or context as an individual or in small teams. The project will require research, exploration, experimentation, ideation, testing, iteration, and communication of the situation and context. Students will need to work rigorously within the timeline and schedule that is required to achieve the stated goals. Through the successful completion of this course, students will deliver research findings that support a tangible project concept that considers desirability, feasibility, and viability while simultaneously securing a deeper conceptual and practical understanding of the explored industry and domain. The course meets formally once a week in a synchronous live session. The class will be supported by in-class formative and summative critiques with members of the class, mentoring faculty, and industry experts. Students will regularly present their research findings and concepts to the class.

## **Learning Objectives and Outcomes**

Students will demonstrate a progressive aptitude in conducting research, synthesizing insights, generating solution-based concepts, and communicating their scholarly work in the course. Upon completing this course, students will:

- Apply primary and secondary research methods to unlock opportunities and insights
- Identify markets and competition related to the project concept
- Generate unique ideas and iterate upon a variety of solutions to be tested
- Communicate and present ideas concisely using any and all effective modalities to potential stakeholders, faculty, and industry experts
- Develop proficiency through practice in challenges of increasing scope and complexity

## Prerequisite

IDSN-545 Integrative Project Lab

## Recommended Preparation

In order to maximize the time and collaborative work dedicated to studio projects, it is recommended students get organized prior to the start of the semester and begin preparing to submit a studio project plan proposal, which is due by the first synchronous live session. Students are allowed to work on studio projects or in self-identified teams. Instructors will not assign teams for this course. Detailed instructions for the studio project plan proposal are outlined below. Instructors will evaluate each project proposal based on merit and potential through the lenses of desirability, feasibility, and viability.

## Course Notes

Students are responsible for all additional assigned material, including video lectures, interviews, and reading materials offered by the instructors throughout the semester. Zoom will be used to conduct all live synchronous sessions.

## Technological Proficiency and Hardware/Software Required

Students must provide their own laptops. The laptop specifications consider 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 attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to 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 the [USC Technology Rental Program](#).

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

For classes that require them, the following software is 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
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

For Integrative Studio, all students are required to identify readings relating to their project and the scope of research listed in the Studio Project Plan Proposal for review by faculty. In addition, required content and readings may be assigned by faculty and will be drawn from textbooks, articles, papers, cases, and online publications available through a host of available outlets.

### Course Schedule

Week	Topic	Assignments
1	Introductions, syllabus, expectations, review of project proposals and plans	Studio Project Plan Proposal
2	Introduce projects and goals	Studio Project Introductory Presentation
3	Independent project work, team meetings, and one-on-one consultations	Studio Project Progress Report 1
4	Independent project work, team meetings, and one-on-one consultations	Studio Project Progress Report 2
5	Demo of research findings, insights, milestones, prototypes, tests, and next steps of the project	Studio Project Demo Day I
6	Independent project work, team meetings, and one-on-one consultations	Studio Project Progress Report 3
7	Independent project work, team meetings, and one-on-one consultations	Studio Project Progress Report 4
8	Independent project work, team meetings, and one-on-one consultations	None
9	Demo of research findings, insights, milestones, prototypes, tests, and next steps of the project	Studio Project Demo Day II
10	Independent project work, team meetings, and one-on-one consultations	Studio Project Progress Report 5
11	Independent project work, team meetings, and one-on-one consultations	Studio Project Handoff Document
12	Formal presentation of the project's findings, insights, and results, followed by a Q&A	Studio Project Final Presentations

## **Description and Assessment of Assignments**

Below are brief overviews of each assignment. All assignments will be submitted within the Brightspace at USC Learning Management System (LMS). If you experience technical difficulties, utilize the USC Brightspace Help page (link above) and email your instructor.

### **Studio Project Plan Proposal**

Each student will provide an initial studio project plan proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to faculty for review. Instructors will work with the students to set deadlines, processes, and any additional deliverables for the semester (as warranted). The studio project plan proposal should use the template provided in the LMS (executive summary one sheet) and address the following:

- Names of all team members (students may work solo or enter the course as a team)
- What is the project name (or working title)?
- One-liner about the project and/or solution
- Describe the problem/opportunity area, situation, and context you plan to research
- Who do you see as the target audience of this project (at this stage)?
- Details about the solution (if you have one) or ideas about possible solutions
- Other considerations: What are the goals of this project? What do you hope to achieve?

### **Studio Project Introductory Presentation**

Each student or team will present an introductory overview of the studio project in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers and faculty. You may utilize any mediums/media you see fit to best explain your idea, but visuals are required (slides or video, etc.) and address each of the following:

- The main goal of the project (what do you hope to achieve?)
- The subject area, situation, or context the project will focus on (what are the opportunities, challenges, or unmet needs you are addressing?)
- Has a solution or solution path been identified?
- Resources and knowledge you have available (technical, conceptual, human, financial)
- What do you not know about the project area? What activities will you (or the team) undertake to fill in the gaps (i.e., research methods, development tactics, etc.)?
- Notes about roles/duties for the project (if a team has been assembled)
- Anything else that you have time for and deem relevant to the project

### **Studio Project Progress Reports**

For weeks of the semester, when a presentation is not due, students must submit a project progress report to provide regular updates on the ongoing work. This should include all progress, challenges, and requests for feedback from the instructors. A formatted template will be provided.

### **Studio Project Demo Day I**

Demonstrate and discuss the project milestones achieved, including research methodologies, findings, conclusions, and potential project pivots. Address any redefined problem statements,

target users, solutions, or features related to your project. Include project recommendations and next steps based on the research and testing results to date. Demo Day details, including format and timing, will be provided in class.

### **Studio Project Demo Day II**

Demonstrate and discuss the project milestones achieved, including research methodologies, findings, conclusions, and potential project pivots. Address any redefined problem statements, target users, solutions, or features related to your project. Include project recommendations and next steps based on the research and testing results to date. Demo Day details, including format and timing, will be provided in class.

### **Studio Project Handoff Document (Project Process and Effort)**

The overall process and effort for the studio project are assessed by the instructors at the end of the semester. The deliverable for this assessment is the Studio Project Handoff document. It is a statement of intent on behalf of the student(s) that will be archived by the program. The deliverable should address the following:

- Project name and date
- Abstract: One-to-four sentence summary description
- List of team members and areas of responsibility (if applicable)
- Summary of work: Revisit the Project Plan Proposal document and provide an update on where the project started, the progress and outcomes of the work to date, and general thoughts on next steps (beyond the semester)
- Reserve the project: Yes/No. If yes, please describe the intent and parameters (e.g., members A, B, and C plan on launching a business and seeking funding, member D has decided not to continue with the project/team, etc.). Also, include whether or not this project is being submitted for Capstone review and potential project.
- Include an accessible link to the project archive on Google Drive: Every student/team will keep all deliverables in a folder named *Due Diligence* on a shared team drive ( using Google Drive) in which all documents relating to the project should reside

### **Studio Project Final Presentation**

Presentation of the semester's work and current status of the project. In your final presentation, consider the future implications and grand vision of your initiative, informed by research and development throughout the Integrative Studio course.

### **Course Participation**

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

- Careful reading, viewing, and delivering assigned materials by the date due
- Consistent collaboration and communication with team members and faculty
- Regular, substantive contributions to class discussions
- Failure to appear on camera consistently in class will result in reduced participation grades and/or final course grades

Students who do not contribute to the course through active participation may have their grades affected. Students should notify the instructor in advance if they are unable to attend class.

### Assignment Rubrics

The instructors will provide evaluation and grading criteria for assignments throughout the course.

### Grading Breakdown

Assignment	Points	% of Grade
Studio Project Plan Proposal	50	5%
Studio Project Introductory Presentation	100	10%
Studio Project Demo Day I	200	20%
Studio Project Demo Day II	200	20%
Studio Project Progress Reports	100	10%
Studio Project Handoff Document (Project Process and Effort)	50	5%
Studio Project Final Presentation	200	20%
Course Participation	100	10%
<b>Total</b>	<b>1000</b>	<b>100%</b>

### 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
F	69 and below

### **Assignment Submission Policy**

All assignments must be delivered by the date and time (Pacific Time) 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

### **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 excused absences over the course of a semester when a detailed explanation is provided. Each unexcused absence will result in the lowering of the final course grade by one-third of a grade (e.g., an A will be lowered to an A-, an A- will be lowered to a B+, and so on). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence. Missing a substantial part of a class for any reason may be counted as a full course absence and is at the discretion of the instructor.

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 confirm new deadlines or due dates. Extensions or other accommodations are at the instructor's discretion.

Excused absences normally may not be used on days where there is a quiz, exam, or presentation. 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 accommodations. Accommodations 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.

### **Course Content Distribution and Synchronous Session Recordings Policies**

USC has policies that prohibit the recording and distributing 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 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 that 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).

## **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 Generative AI Tools**

This policy aims to foster creativity, efficiency, innovation, and the adaptive use of contemporary tools as part of our educational and professional development. Generative artificial intelligence (Gen AI) platforms have become invaluable tools for content creators, designers, developers, and beyond. Hence, students are encouraged to leverage these resources to learn how to integrate



them into academic research and study while upholding the highest standards of ethics and academic integrity. Read the following guiding principles for acceptable use in this course.

#### **Use of Generative AI Tools and Platforms:**

- **Acceptable Uses:** Students are permitted and encouraged to use Gen AI platforms to assist in their research of topics and ideas to assist in information discovery and summarization. Students may use Gen AI to create outlines for written work as a starting point. Students may use Gen AI tools to edit their original work. Students may use Gen AI to help visualize their original ideas and work with the creation of images and videos.
- **Transparency:** Anytime a Gen AI platform is used to create or assist in the creation of material or content used in submitted deliverables, students must cite each use as part of the submitted work.
- **Prohibited Uses:** Students are not permitted to use Gen AI to create full drafts of written content for submission. Submission of content solely generated by AI may be considered plagiarism, and submission of content without citation may be considered cheating.
- **Enforcement and Consequences:** Offenses will be reported as academic integrity offenses and may result in failing the assignment, failing the class, suspension, or expulsion.

#### **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).

#### **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 by 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 avenues 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 ombudsman who will work with you to explore options or paths to manage your concerns.

[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.