

# USC Iovine and Young Academy

*Arts, Technology and the Business  
of Innovation*

## Instructor

John Bruneau

Office Hours: Fri 12-1pm

[bruneau@usc.edu](mailto:bruneau@usc.edu)

## Technology Essentials

IDSN 530 | Fall 2024 | 3 Units

Tuesdays 5pm - 7:30pm

IYH 210

## IT Help

Hours: 8:30am - 6:30pm

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

---

## Course Description

Technology Essentials establishes a fundamental understanding of engineering and technology across a wide range of areas. Students build theoretical fluency in core concepts, methods, and technologies, and in some cases develop technical competencies. The purpose of this foundation is to create technological fluencies that will enable students to:

- Understand the technological aspects of projects, from their essence and goals to scopes and budgets.
- Improve interactions and teamwork with engineers on projects and teams.
- Better recognize technology opportunities for disruption and innovation in projects and startups.

## Learning Objectives and Outcomes

By the end of this course students will acquire a degree of theoretical fluency in technology and engineering that enables them to understand:

- How computing technologies have disrupted and transformed businesses and industries.
- The process of designing and developing a web-based application, from consumer user experience (UX) to back end, through hands-on experiences
- Capabilities of the cloud and its impact on (and opportunities for) technological development, capabilities, and businesses
- The purpose of storing and structuring data, such as in a database
- Core business, design, and development considerations for creating mobile applications and internet-enabled devices
- The basics and uses of data analytics
- Security and performance considerations that impact all of the above.

## Recommended Preparation

No prior technology knowledge is required or expected for this class. Those with extensive prior technology education or experience are encouraged to complete IDSN-525 Business Essentials or IDSN-520 Design Essentials in lieu of this course.

### **Technological Proficiency and Hardware/Software Requirements**

This course will be conducted online, using a combination of synchronous and asynchronous methods. Students must provide their own desktop or laptop. The computer specifications must take into account that students will be streaming, and communicating using video-conferencing applications, as well as creating and storing large multimedia files, and possibly rendering 3D objects in real time.

Hardware:

- Camera
- Microphone
- A fast and reliable internet connection
- A processor capable of running applications while streaming video

Software:

- An IDE (i.e. MS Visual Studio, Sublime Text, Dreamweaver)
- Adobe Creative Cloud (Photoshop, etc.)
- An office software suite (MS Office, OpenOffice, Google Docs, Numbers)
- An up to date web browser (i.e. Firefox, Chrome, Brave)
- Presentation (PowerPoint, Keynote, Google Slides)
- Zoom
- Figma
- Github desktop app and a Github account

### **How To Purchase Software at the Discounted Academy Rate**

For classes that require them, the following software are available for purchase online through the USC Iovine and Young software catalog at the Academy discounted rate.

<b>Software</b>	<b>IYA Short-Term License at USC Bookstore</b>
Adobe Creative Cloud	\$75 2024–2025 annual license (active through July 2025)
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**

Required reading will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of available outlets; in all instances, the material will be delivered via computer. Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion). Lectures, readings, and viewings will be supplemented with current articles and audio/video content.

### **Assignments**

#### **Assignment 1a: Portfolio and Interests Website**

**Deliverable:** Link to completed website

**Details:** Website with a minimum of three pages (A home page plus at least 2 project pages). Place the assignment in a folder titled “as1a”. The main page should be titled index.html. Put your css files in a subfolder called “css”. Put your images in a subfolder called “img” or “images”. Don’t use capital letters, spaces or punctuation in your file and folder names.

You will create a portfolio website containing content (text, images, layouts, design) focusing on your projects. These can be personal or professional projects.

Your final site is to contain:

- At least one external css stylesheet. No internal css allowed.
- Landing page that includes header title, introduction, summary information about subpages, and navigation. You should use semantic HTML tags matching these sections when possible.
- A minimum of two subpages. Each subpage should contain header, navigation, and focus on one topic/area in depth.
- All pages should have a uniform design, color scheme, and look and feel.
- Site navigation should be consistent across all pages.
- Overall site shall contain **at least six** images (among all of the pages).

#### **Assignment 1b: Responsive Portfolio and Interests Website**

**Deliverable:** Link to completed website

**Details:** Copy your Assignment 1a and update it with responsive design.

Create a new version of Assignment 1a that features an adaptive layout that changes to fit a small mobile device.

Start by saving a copy or new version of your site – do not change your Assignment 1a. In this new version, write CSS media queries that target devices 480px and under, devices between 480px and 768px, and devices above 768 pixels. Transform your page layouts to display optimally for devices with each of the target screen resolutions.

Rewrite your original css to reorganize and optimize your layout in such a way that it works better across small, normal and large device targets. Also consider ways in which images and video can scale regardless of target. Don't forget to take extra large resolutions into consideration. You don't need to make targets for them but your default layout should not break if stretched extra wide.

Your lab is to have two media queries: One for 768 pixels and under and another media query for 480 pixels and under. Write your default css to target 768 pixels and over. Put all CSS directives for a specific media query in a single media query. You are to have at least 10 different CSS directive changes across the two media queries. You don't need to have 5 media queries in each - you can more than 5 in one media query and less than 5 in the other media query. Also, you are not allowed to change the same 5 CSS directives across the two media queries. Basically don't repeat yourself in ways that do nothing. You must have 10 different CSS directives that change.

Make sure to include a viewport tag in your head such as:

```
<meta name="viewport" content="width=device-width, initial-scale=1" />
```

### **Assignment 1c: Dynamic Portfolio and Interests Website**

**Deliverable:** Link to completed website

**Details:** Copy your Assignment 1b and update it with dynamic javascript interactions.

Create a new version of Assignment 1b that features dynamic interactions and animations using jQuery or other JavaScript.

Start by saving a copy or new version of your site – do not change your Assignment 1b. In this new version add jQuery or other JavaScript to polish it with more dynamic features. You can use any JavaScript library you wish including vanilla JS but jQuery will be the simplest and we will be covering it in class. Create at least 5 interactions or animations. Duplicate interactions only count as one interaction. Keep the user experience consistent across all pages of your site.

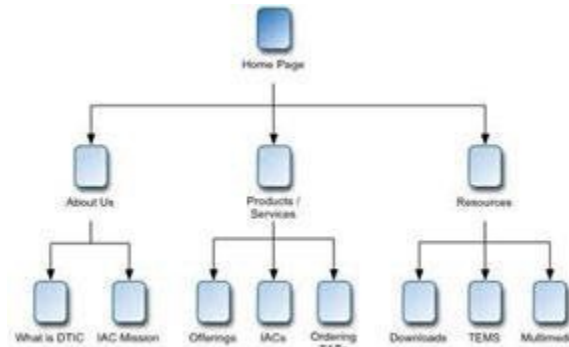
Do not use any internal JavaScript. All your JavaScript should be contained in an external .js file. Place your .js file and any libraries such as jquery.js in a subfolder called "js".

### **Assignment 2a: Interactive Website, Proposal and Wireframes**

**Deliverable:** A Figma or PDF Document (proposal), including screenshots/wireframes.

**Details:** Written (text, narrative) proposal of the website, as well as mock-ups, wireframes, and/or screenshots of a version of the landing page.

Each student will present their proposal in class. Following the presentations, each student will have 2 days to choose their top three proposals that they would prefer to work with. This will be the basis for the assigned groups for assignments 2b and 2c. The professor will assign groups. Group sizes will preferably be three students depending on class size. Your proposal is to contain:



- A graphically rendered or hand-drawn **Site/Flow Chart** for your project (see sample).
- Text/narrative description or declaration of the **Focus/Mission** of the site.
- Text/narrative description about the **Audience/s** for the site.
- Notes about the origin of the **Text and Graphic Content** for the site. Will you scrape news sites, reviews, blogs, image archives? Will your team be writing and shooting the content itself? Etc.
- **Team Roles:** For each group member notes on what roles, they are expected to serve, such as project management, HTML or CSS production, design or graphic production, JavaScript, etc.
- **Wireframes/Mock-Ups** or screenshots of one page of the site. This is meant to provide an example of the general look and feel (or design) and layout approach that your team intends for the site.

### **Assignment 2b: Interactive Website (GROUP), Landing Page and Style Sheet**

**Deliverables:** Link to the homepage of the site, document with a site style guide. All group members must submit.

**Details:** This build is your initial homepage page (no subpages required), including a navigation indicating the subpages, as well as a general site style guide. There are many examples of website style guides on the Internet.

Your group will build the front page of your site, with text, graphic content, html and css, and a Style Guide (document) that lays out general design elements of the site such as common font, color, and dimensions of elements. See sample style guides for reference/suggestions. This build represents a fairly mature version of your site. No JavaScript or jQuery is required yet but the design layout should be fluid and responsive.

## **Assignment 2c: Interactive Website (GROUP), Final Build With Video and jQuery**

**Deliverables:** Link to completed website. All group members must submit.

**Details:** Final website with homepage, a minimum of three subpages, and all content including scripting (jQuery recommended), user interactivity, Google Analytics, and at least one embedded video.

Having previously completed a build of your landing page for the site, the final build includes the landing and all inner pages.

Final site requirements:

- Consistent design / look and feel across all pages
- Clear navigation and narrative paths through the site
- Real, substantive text and graphic content
- User interactivity implemented through client-side scripting such as jQuery. These should be more sophisticated than plain rollover image behaviors. Better interactions would be hidden regions that animate upon scripted user interactions, interactive menus, etc. You are to have at least three different jQuery interactions.
- At least one embedded video.
- Google Analytics tracking.
- Not using semantic HTML tags instead of div tags will cause a deduction in your score
- Your repo does not need to be resubmitted but it will be checked.

## **Assignment 3: Mobile Project, Pitch Deck (Group)**

**Deliverables:** Submitted document

**Details:** Presentation "pitch" deck for a mobile app to be developed, which would theoretically be pitched to a VC. All group members must submit.

You will stay in the same groups that you had for assignment 2. Your app idea will be a continuation of your group website.

The pitch "deck" should weave together all of the following elements (some of which you may choose to summarize in the deck and offload the details to an appendix or attached doc). It might be most beneficial to have your group start by collaboratively working up the Lean Canvas on the idea:

- Overall pitch for app:
  - Core idea (problem and solution)
  - Originality, uniqueness
  - Market
  - Core audience/s (including analysis/arguments about demographics, income levels, other relevant factors)
  - Monetization

- Competition
- Mock-ups and/or screenshots of the app. Layout changes from the website.
- Real number development cost estimates for:
  - App creation (iOS, Android, hybrid, mobile?)
  - Back-end requirements (server, database, etc.)
  - Other—transactions, special APIs, etc.
- A Lean Canvas business plan and monetization strategy
- Challenges

#### **Assignment 4: AR/VR Proposal**

**Deliverable:** Submitted document

**Details:** Give a 7 minute presentation including information, examples, and images. Speak clearly and succinctly. Supplemental information may be included in an appendix.

Create a proposal to use virtual and/or augmented reality to transform an existing app or mobile game. Requirements:

- Name of application or mobile game.
- Description of original VR/AR component to add to the app. What are the primary arguments/advantages/value added?
- Development requirements, What are some technical requirements (dev platform, o/s restrictions, APIs)
- Challenges to implement? List three major technical challenges/implementations.
- 2 to 3 simple mockups
- Any other relevant documents

#### **Assignment 5: Analytics Presentation**

**Deliverables:** Submitted document

**Details:** Give a 7 minute presentation including sample/existing data visualizations. Speak clearly and succinctly. Supplemental information may be included in an appendix.

You are to select a domain and data area. An example domain is the medical field. A data area example would be COVID-10 data.

You are to research and think about the nature of the data that domain would use. The final presentation should:

- Describe some of the types of data the domain/organization would have.
- List a series of ways the organization would use analytic data and why (motivation). For decision making? For evaluating ROI? To define metrics of success? Etc.
- Describe and explore how analytics would be used to fulfill the organization's data goals. Would they be using predictive, diagnostic, prescriptive, or descriptive analytics (or more than one)?

- Theorize some analytic plans, campaigns, etc.
- Cite some real-world (parallel) examples to the above (i.e., excerpt from and point to studies, articles, papers, etc., where an org had similar(ish) goals to yours in which they used data and analytics to fulfill/inform).
- Define some data visualizations that would be useful (based on the data, organization's goals, analytic output, etc.).
- Finally, give some examples of what you consider effective data visualizations (anything from data dashboards to infographics) from real/past analytic campaigns (do not have to be from the same domain). Obviously, these examples should have parallels or work as effective illustrations of what you would want.

## Labs

### Lab 1: Edit Student Information File, Post to Web

**Deliverable:** Edit and upload studentinfo.txt file to your web.iyaclasses.com web space in your public\_html folder and post the link to the LMS for lab 1.

Download and install the FileZilla FTP client (<https://filezilla-project.org/>). If you already have an FTP client installed on your computer, then you can use that. The professor will lead all students through this process. The goal is to ensure all students are able to access their web account on the webdev.iyaserver.com web server.

#### Requirements:

1. Create a studentinfo.txt file. You can put whatever information about yourself that you would like to. You should include things such as your name, where you work and your title, hobbies, interests, etc. It is pretty much up to you.
2. Using FileZilla use the following connection information
  - Host: webdev.iyaserver.com
  - Protocol: FTP
  - Username: Your USC userid that you use to get to USC email
  - Password: ldsn530\_Lastname\_USCID, so mine might be ldsn530\_Bruneau\_1234567
3. Once you are logged in, double click on the public\_html folder
4. Upload your studentinfo.txt file into the public\_html folder.
5. You can verify that it worked by going to a browser and entering the following URL:  
*YOURUSCUSERNAME*.webdev.iyaserver.com. For me, this would be: <https://jbruneau.webdev.iyaserver.com>.

Once connected you should see your studentinfo.txt file displayed in a list. If you double click on it, you should see the contents of the file you uploaded. If you don't see your file in the list of files, then you may not have double clicked on the public\_html folder from step 3 above when uploading your file.



## Lab 2: Project Webpage

**Deliverable:** Link to the website you created that features a past project.

Compose a web page that showcases a past project including text, images and hyperlinks to relevant resources. Note: The resources can be PDFs (of essays, illustrations, etc.), graphics (TIFF, PNG, etc.), html (web pages/sites), etc.

Create a folder called "lab2". Name your home page "index.html". Place your images and html file in "lab2" and upload the whole folder your server under public\_html when you are done. Don't use capital letters, spaces or punctuation in your file and folder names.

Page requirements:

- Body and header html sections with title (using <head>, <title>, and <body> tags)
- A Page title header (using <h1> and or <h2> tags)
- Overview text about your work (using <p> tags)
- At least 3 embedded images (using <img> tags)
- A resource section with its own header and description with links to at least 3 samples/ references of actual work. These could be (web pages, published research, design layouts, illustrations, code development projects, etc.). External <a href> tags should contain target="\_blank" so they open in a new tab.

## Lab 3: PHP Site

**Deliverable:** Link to the website you created that uses php includes and variables.

For this assignment you will create a php version of your Assignment 1 website. All the pages must maintain a consistent header, footer, and nav. The consistent elements must be saved as separate php or html files which are referenced from within the main pages.

Site Requirements:

- Install MAMP Free version
- Change .html pages to .php
- Create shared header, footer and nav. Save them in a sub-folder named "inc" or "includes".
- Add php code that references the shared header, footer and nav. <?php include 'nav.php'; ?>
- Add a variable to account for the directory path. \$path = '../'

## Lab 4: Version Control

**Deliverable:** A link to your group git repo. Everyone in the group posts the link to the LMS

Using GitHub and GitHub desktop, create a git repository with your assignment 2 group. After the repo is created, each group member needs to pull the repo, update some of the files and push at least one commit, with a clear comment. Make sure your GitHub repository is public.

### **Lab 5: Server Hosting**

**Deliverable:** A PDF document

Compare 3 Website hosting services for a client, me.

For each of the 3 services:

- Tell me the pricing options. What do I get for each price point?
- Is it dedicated or shared hosting?
- Are SSL certs (https) included? What options are there?
- Do I get terminal access? What other tools are provided?
- Can I install PHP? Is it already installed? If so what version?
- I would like to know about all these factors, but I am interested most specifically in bandwidth usage and how that effects price.

Finally, between the 3 options you priced out, what would be your recommendation and why do you think it would be the best deal. If you like, you can frame this as the best option for hosting your assignment site, or just the best option in general.

Here are some examples

- AWS
- Linode
- Google
- Digital Ocean
- Name Cheap

### **Lab6: Google Analytics**

**Deliverable:** A link to your website with Google Analytics tracking added, A screenshot of your dashboard data.

Add google analytics to your Assignment 2 website. In class, present your Google Analytics dashboard. Do this a week (or more) ahead of the due date so you have some data to show.

### **Participation**

Students are expected to actively participate in this course. 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 may be required to review the online recording for the session missed, and submit thoughtful feedback to the Instructor.

### **Extra Credit**

Any outside but related project can be eligible for extra credit. Attending external talks and lectures may earn extra credit as well. The amount of extra credit is based solely on what is deemed appropriate by the instructor.

### **Grading Breakdown**

Assignments	60%
Labs	24%
Async Exercises & Participation	16%
Total	100%

### **Grading Scale**

Course final grades will be determined using the following scale:

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

### **Course Schedule** (Subject to Change)

Week 0	Course Overview Importance of Technology	
Week 1	Unit 1 Course Introduction, Role of Engineering and Technology Over Time, Information Systems as the Enabling Technology of Today	
Week 2	Unit 2 Web Objects, Hypertext Markup Language (HTML) Setting up your IDE	Due: Lab1
Week 3	Unit 3 Web Design, Cascading Stylesheets (CSS)	Due: Lab2
Week 4	Unit 4 Responsive Web Design and Search Engine Optimization Coding Responsive CSS	Due: AS1a
Week 5	Unit 5 Web Experiences, Interactivity, JavaScript Coding JavaScript and JQuery	Due: AS1b
Week 6	Unit 6 Server-Side Scripting, Templates, APIs Coding PHP	Due: AS1c
Week 7	Unit 7 Libraries, Frameworks, Content Management Systems (No Friday Section)	Due: Lab3
Week 8	Unit 8 Data Structures, Database Fundamentals, Structured Query Language (SQL) Version control. Using Git and Github	Due: AS2a
Week 9	Unit 9 Servers, Domains, Cloud	Due: Lab4
Week 10	Unit 10 User Interface Design for Mobile Applications Developing a mobile app in Unity and Xcode	Due: AS2b Due: Lab5 <i>Sorry about this..</i>
Week 11	Unit 11 Mobile Development, Internet of Things Publishing to the Apple App Store	Due: AS2c
Week 12	Unit 12 Software Development, Video Games, AR, VR, and Next Generation Media Developing a VR experience in Unity	Due: AS3
Week 13	Unit 13 Artificial Intelligence, Machine Learning (ML)	Due: AS4

Week 14	No Classes - Thanksgiving Holiday Bombard your family with tech trivia	<i>..but look nothing due here</i>
Week 15	Unit 14 Data Analytics, Data Science	Due: Lab6
Final	Unit 15 Security, Performance, Legal Issues Refer to final exam schedule at <a href="#">Schedule of Classes</a>	Due: AS5

### Assignment Submission Policy

All assignments and labs must be delivered, per instructor guidelines, one hour before that section's live session, on the date that deliverable is due. No exceptions. (Early submissions are, of course, encouraged!)

### Late Work and Resubmissions

Due dates and requirements for all assignments will be posted on Brightspace. It is the student's responsibility to submit work by the due date following the defined class procedures, even if they miss class. To receive credit, all projects must run and documentation must be complete.

Work turned in up to 1 week late will receive a 10% deduction. Work turned in up to 2 weeks late will receive a 20% reduction. **Work will not be accepted after two weeks past its due date.** To receive credit for late work you MUST email the professor that you posted a lab or assignment after the due date or you will not receive credit. Work may be resubmitted, but the same grading penalties apply. Work may not be resubmitted after 2 weeks.

### 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** absences over the course of the semester for which no explanation is required. Students are admonished to not waste

excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by  $\frac{1}{3}$  of a grade (e.g., an A- will be lowered to B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence. Missing more than 15 minutes of class will be counted as a full absence. Students must be in class before attendance starts to be counted as present. If a student arrives after attendance is taken, it is up to them to inform the teacher.

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.

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.

### **Irvine 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 Lovine and Young Hall will be discarded the day after final exams end. No exceptions.**

### **Digital Storage & Data Loss**

All work should be saved and backed up. Digital information does not exist unless it is saved in at least two locations. Back up everything in a git repo or external drive. Data loss for any reason is not an excuse. You have been warned.

### **General Classroom Policy**

Students will arrive to class sessions on time.

Have technology and presentations prepared ahead of time.

Treat class time as an opportunity.

Participate in class discussions and critiques.

Confront difficulties in your work in the spirit of learning, creative exploration and growth.

Ask for help from your instructors when needed

Respect your fellow students at all times.

### **Remote Learning Environment Expectations**

Students will arrive to zoom sessions on time.

Have technology and presentations prepared ahead of time.

Video cameras must be on to be counted as present.

Keep microphones muted when not speaking.

One person talks at a time, questions may also be asked in chat.

All class sessions in zoom will be automatically recorded. They will be available for 2 weeks on zoom but they will not be archived. If you miss a class it is your responsibility to view the recorded session as soon as possible.

### **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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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**

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, in most cases, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity. If there are questions or you think there is a special use case you would like an exemption for, ask your instructor.

### **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](#), p13).

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. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), p13).

### **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. [Contact CET](#) for support in creating a mid-semester evaluation.

### **Statement on University Academic and Support Systems**

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

#### **Student Financial Aid and Satisfactory Academic Progress**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate](#)-level SAP eligibility requirements and the appeals process.

#### **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) 740-2500

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](#)

UPC: (213) 821-9556, HSC: (323) 442-0382

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.