

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

IDSN 550 Opportunity and Uncertainty

Units: 4.0

Fall 2024—Tuesdays—5:30 pm-8:20 pm PT

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

Instructor: Jay Clewis

Office: Virtual

Office Hours: By Appointment

Contact: jclewis@usc.edu

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

IT Email Support: iyahelp@usc.edu

Course Description

Design, business, and technology utilize different processes and methodologies of creativity and innovation through which opportunities might be realized to address problems, whether micro or macro, tacit or explicit. This course is constructed to help students understand and utilize the theories, methods, and tools that support opportunity recognition, evaluation, problem identification, and problem framing. The course is designed to enhance student's ability to (1) identify opportunities worth pursuing or problems worthy of analysis, (2) analyze and frame those opportunities or problems as based on specifiable motivations or root causes, and (3) develop multiple prospective solutions or an initial solution amenable to longer-term adaptation and iteration. Deployed techniques will be drawn from entrepreneurship, innovation strategy, human-centered design, creative practices, critical thinking methods, ethnographic research, and systems theory.

Learning Objectives and Outcomes

Students in this course will develop skills in opportunity identification and evaluation, articulating perceived opportunities for further development. Upon completing this course, students will be able to:

- Understand the portfolio of research and strategy methods available to those seeking to initiate and evaluate the potential of new ideas.
- Identify and articulate problems factoring in individual, social, organizational, technical, design, market, and cultural perspectives.
- Create and implement a comprehensive research plan to ensure the acquisition of relevant data and critical insights.
- Build, experiment with, and iterate upon prototypes based on aggregated data.
- Communicate new business ideas and concepts effectively.

Prerequisites

There are no pre- or co-requisites for this course.

Course Notes

Students are responsible for all additional assigned material, including video and reading materials offered by the instructor in class. Zoom will be used to conduct all live synchronous sessions. All assignments will be submitted to the Brightspace Learning Management System (LMS).

Technological Proficiency and Hardware/Software Required

Students must provide their own laptops. The laptop specifications consider that students will create, stream, and download audio and video, communicate using video conferencing applications, and create and store large multimedia files.

USC Laptop Loaner Program

The university realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to participate in your classes, you may be eligible for the [USC Computer Center Laptop Loaner Program](#).

How To Purchase Software at The Academy Discounted Rate

Selected software licenses are available for purchase online through the USC Iovine and Young software catalog at the Academy discounted rate. To purchase software:

- 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.

Technical Support Information

For help accessing or using Brightspace, Zoom, or other USC online tools and resources, including email, use the following contact information.

- Brightspace Help: <https://www.brightspacehelp.usc.edu>
- Brightspace Email Support: usc@d2l.com
- Zoom Support: [Zoom information for students](#)
- IT Help: <https://uscedu.sharepoint.com/sites/IYASStudent/SitePages/IT-Resources.aspx>
- IT Email Support: iyahelp@usc.edu

Required Readings and Supplementary Materials

Required online articles or case studies may be assigned at any point during the semester. In addition, the following books provided fundamental source content for this course. They are NOT required but recommended for more in-depth knowledge and context:

- *Blue Ocean Strategy* (W. Chan Kim and Renée Mauborgne)
- *Business Strategy: Managing Uncertainty, Opportunity, and Enterprise* (J.-C. Spender)
- *Crossing the Chasm* (Geoffrey Moore)
- *Disruptive Innovation* (Clayton Christiansen)
- *The Art of Innovation* (Tom Kelley)
- *The Four Steps to the Epiphany* (Steve Blank)

Course Schedule: A Weekly Breakdown

Weeks	Topics	Assignments
Module 1: Strategy and Innovation		
1	Intro to Strategic Work, Language, and Value <ul style="list-style-type: none"> Understanding Strategy Basics Understanding Strategy at a High Level What is Strategy Video 	Reflection: What is Strategy?
2	Defining Innovation <ul style="list-style-type: none"> Basic and Breakthrough Innovation Sustaining and Disruptive Innovation 	Reflection: Innovation Strategies
3	Entrepreneurship and Intrapreneurship <ul style="list-style-type: none"> Understanding Entrepreneurship and Intrapreneurship 	Due: Profile Presentation of an Innovator or Entrepreneur Who Changed the World
4	Recognizing and Shaping Opportunities <ul style="list-style-type: none"> Recognizing and Shaping Opportunities Profit Patterns Fundamental Business Assumption 	Reflection: Fundamental Business Assumption
5	Finding and Framing Problems <ul style="list-style-type: none"> Intro to Finding and Framing Problems Reframing Problems by Thomas Wedell Reframing and Asking Power Dynamics 	Reflection: What Needs to be Reframed? Due: Strategic Design Project Intro Presentation
Module 2: Human-Centered Design		
6	Customer Ethnography and Capturing Inputs <ul style="list-style-type: none"> Researching in the Wild Research Methods and Tools Observations Ethnographic Design Research 	Reflection: Research Methods
7	Customer Development Methodology <ul style="list-style-type: none"> Step 1: Customer Discovery Step 2: Customer Validation Step 3: Customer Creation Step 4: Company Building 	Reflection: Getting Out of the Building?
8	Design Thinking <ul style="list-style-type: none"> Overview of Design Thinking Design Thinking Classic Case Study 	Due: One-on-One Interviews
9	Design Thinking (continued) <ul style="list-style-type: none"> Design Sprint Creative Confidence Equity in Design 	None

10	Rapid Development Processes <ul style="list-style-type: none"> • Introduction to Rapid Development Processes • Lean Startup • Agile vs. Waterfall 	Due: Rapid Prototype Dev: Reimagine the Lunchbox (Pitch Presentation)
Module 3: Strategic Tools and Analysis		
11	Scenario Planning <ul style="list-style-type: none"> • The Approach and the Application • Tips and Limitations • Use of Scenarios 	Reflection: What Can Scenario Planning Do for an Organization? Reflection: 2040 and You
12	Traditional Tools for Strategic Analysis <ul style="list-style-type: none"> • Traditional Strategic Tools • Porter’s 5-Force Analysis • Advanced Strategic Tools 	Due: Competitive Analysis
13	Business Model Generation <ul style="list-style-type: none"> • Overview of the Business Model Canvas • Business Model Environment Analysis • Additional Business Models 	Due: Business Model Generation
14	Stress Testing and Scaling Your Ideas <ul style="list-style-type: none"> • Stress Testing Your Strategy • Scaling Your Innovation 	Reflection: Jobs To Be Done
15	Competing with Purpose <ul style="list-style-type: none"> • The Nature of Competition • Competing with Purpose 	Due: Strategic Design Project Final Presentation
	Exam Day <ul style="list-style-type: none"> • Attendance Not Required 	Due: Strategic Design Project Appendix and Peer Evaluations

Description of Assignments

Below are brief overviews of each assignment. Your instructor will provide additional instructions for each. All assignments will be submitted to the Brightspace Learning Management System (LMS). If you experience difficulties, email your instructor and use the USC Brightspace Help page.

Weekly Course Participation

There is a heavy emphasis on regular and consistent participation (synchronously and asynchronously) throughout this course. Synchronous participation includes thoughtful contributions to classroom discussions and collaborative small-group breakout activities. These activities will start in class, and there is an expectation of completion outside of the classroom. Students should be prepared to share all activity learnings and findings in class. Asynchronous participation includes completing breakout activities and the weekly asynchronous content.

Reflection Writing Assignments

Students will be assigned short reflection writing assignments related to the asynchronous material. The responses will be submitted to discussion boards within the asynchronous content for peer review and evaluated as part of the weekly participation assessment (see above).

Profile Presentation of an Innovator Who Changed the World

Students will create a five-minute profile presentation of an individual that they believe has changed the world through their entrepreneurial actions and mindset. Avoid the famous and widely known (i.e., Steve Jobs, Elon Musk, Mark Zuckerberg, etc.). Seek to shed light on visionaries from the past or present who have diverse backgrounds and perspectives. Include photos of the person and any visuals that help tell their story. All submissions will be shared in class. Upload a PDF version of your presentation addressing the following:

- Name and image of entrepreneur or innovator
- A brief description of their background story
- The industry they impacted and the organization(s) or ventures they are/were a part of
- What makes them entrepreneurial and the remarkable way they navigated uncertainty?

User Research: One-on-One Interviews

Students will conduct (and record or transcribe) three interviews based on an area of interest (a prompt) provided by the instructor in class. Respondents may be identified in any manner the student researcher chooses. The deliverable should be a PDF of a Google/Word document or slide deck outlining the subjects interviewed, a questionnaire/script used in the interviews, highlights and quotes from the interviews, and an analysis of insights learned during the interview process.

Rapid Prototype Development: Reimagine the Lunchbox

Rethink the form, function, and usability of a lunchbox. Start by articulating the critical user pain points and unmet needs with current market options, then brainstorm innovative ideas and solutions. Sketch out your best ideas and combine them into a single concept that you will then create a physical rapid prototype to share in class. This prototype can be created from simple craft materials like paper, recycled goods, etc. Be ready to give a 3-minute presentation to the class. In your pitch presentation, address the following:

- A catchy concept name and a brief summary of the concept/idea
- Pain points and unmet needs you are trying to solve for
- The target audience and best use case for the solution
- An image of the physical prototype and any key features
- An explanation of key features and user experience (user journey)
- An appendix that includes any research, sketches, or material not presented in class

Strategic Design Project Intro Presentation (team)

Students will work in small teams during the course to conduct market and competitive research for a selected company or organization, applying concepts learned in the course. In this intro presentation, teams will share a company profile of the selected organization.

Competitive Analysis (team)

Students will conduct a competitive analysis using Porter's 5 Forces or a traditional SWOT analysis for the selected organization they focus on for the Strategic Design Project Team.

Business Model Generation (team)

Students will create a business model canvas exploring the strategic and operational components of the company, business, or institution they are focusing on for the Strategic Design Project.

Strategic Design Project Final Presentation (team)

Students will work in small teams to conduct market and competitive research for a selected company or organization, applying the concepts learned in class, brainstorming opportunities, identifying uncertainties, and crafting plausible scenarios to grow the business. Teams will consider the future implications and the grand vision of the proposed direction (strategy, business model, audience, solutions) they advise the company to consider for future growth.

Strategic Design Project Appendix (and Peer Evaluations)

Students will independently submit an appendix created by the team that includes all project work for consideration that is not shared in the presentation. Each student must include a team and peer evaluation that summarizes the project contributions of each team member.

Assignment Submission Policy

All assignments must be delivered by the date and time (Pacific Time) listed as due per instructor guidelines. Late assignments will be subject to the late submission policy indicated below.

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

Grading Breakdown

Assignments	Points	% of Grade
Weekly Course Participation (Breakout Activities & Reflection Assignments)	200	20%
Profile Presentation of an Innovator Who Changed the World	100	10%
Strategic Design Project Intro Presentation (team)	100	10%
User Research: One-on-One Interviews	150	15%
Rapid Prototype Development: Reimagine the Lunchbox	150	15%
Competitive Analysis (team)	50	5%
Business Model Generation (team)	50	5%
Strategic Design Project Final Presentation (team)	150	15%
Strategic Design Project Appendix (and peer evaluation)	50	5%
Total	1000	100%

Grading Scale

Final course grades will be determined using the following scale:

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

Course Attendance Policy

The Academy maintains rigorous academic standards for its students, and on-time attendance at all class meetings is expected. Each student will be allowed two absences over the course of the semester for which no explanation is required. Students are admonished not to 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 an A-minus, and an A-minus 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 instructor's discretion.

Automatically excused absences may not normally be used for quizzes, exams, or presentation days. The instructor may use an excused absence for a quiz, exam, or presentation, such as in the case of sudden illness or other emergency.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. 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.

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.

Classroom Norms and Zoom Etiquette

We will meet each week at a set time, and you are expected to begin each session engaged and ready to participate. The classroom will open 10 minutes before each live session begins, and the class will begin on time. The expectations outlined below are paramount to your success:

- **Be on time:** Set an alarm if needed, and plan to arrive a few minutes early.
- **Limit distractions:** Find a quiet place and check your surroundings.
- **Be prepared:** Charge/plug in your computer, use headphones, and turn on your camera.
- **Presentation:** Dress appropriately (for a business setting); sit up straight.
- **Mute yourself** when you are not speaking.
- **Participate:** Be present and contribute ideas; avoid multitasking.
- **Chat responsibly:** Use chat to ask questions and offer feedback; avoid gossip.
- **Show respect:** Practice good netiquette. Listen, be respectful, be considerate.

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 and 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 academic misconduct violations 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, such as suspension or 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 need clarification on what constitutes unauthorized assistance on an exam or assignment or what information requires citation or attribution.

Course Policy for the Use of Generative AI

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.

- **Acceptable Uses:** Students are permitted and encouraged to use Gen AI platforms to research topics, discover information, and summarize it. Students may use Gen AI to create outlines for written work as a starting point, edit their original work, or visualize their original ideas with 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.
- **Prohibited Uses:** Students are not permitted to use Gen AI to create full drafts of written content for submission. Submitting content solely generated by AI may be considered plagiarism, and submitting 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.

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 by the end of each semester. **All materials left in Iovine and Young Hall will be discarded the day after the end of final exams.**

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 instructor's express permission 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 and 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 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. You may contact OSAS at (213) 740-0776 or via email at 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, seven days a week, across the United States. The Lifeline consists 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 student resources.

[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 how 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

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