

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

IDSN 585 Capstone

Units: 4.0

Fall 2024—Wednesdays—6:30 pm-9:20 pm PT

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

Instructor: Jay Clewis and Jean-Michel Arnoult

Office: Virtual

Office Hours: By Appointment

Contact: jclewis@usc.edu, arnoult@usc.edu

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

IT Email Support: iyahelp@usc.edu

Course Description

The USC Iovine and Young Academy Capstone course is a self-directed semester of study and practice where students have the opportunity to create a meaningful design, business, and technological solution to a challenging problem they define. Students work in teams and use a hypothesis-driven development model to design an in-depth multidisciplinary project, culminating in a working prototype or finished product, service, or process by the end of the semester.

The proposed concept developed by the team must have elements of desirability, feasibility, and viability. The project should draw upon, demonstrate, and enhance the understanding, methods, skills, and tools learned throughout the student's experience in the program. The project will require primary and secondary research, exploration, experimentation, creativity, testing, and iteration. Teams will communicate the project's progress via a presentation at the end of three research and development cycles. Students will need to work rigorously within the timeline and schedule of each development cycle to achieve the team's evolving goals. It will require consistent communication and collaboration with fellow team members to produce and present professional-quality deliverables on time. The teams will be supported by in-class formative and summative critiques from students, faculty, and experts.

Learning Objectives and Outcomes

Students will demonstrate a progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior scholarly work in the program. Upon completing this course, students will:

- Develop proficiency through practice in challenges of increasing scope and complexity
- Utilize hypothesis-driven development to inform decision-making based on evidence
- Apply primary and secondary research methods to unlock opportunities and insight
- Conduct market and competitive research related to the project concept
- Generate unique ideas and iterate upon a variety of tested solutions
- Fabricate products, plan and launch services, and articulate processes with depth
- Build and communicate effectively within a multidisciplinary, multi-perspective team

Prerequisites

All required coursework for the Academy MSIDBT graduate program.

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.
- For questions or help, contact IT support at iyahelp@usc.edu

Technical Support Information

For technical support and help accessing or using Brightspace, Zoom, or other USC online tools and resources, including email, use the contact information listed below. If you are unable to join a class or submit a deliverable on time, please also email your instructor.

- 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

The MSIDBT Capstone course does not require textbooks, but the faculty may assign relevant articles, videos, or exercises related to the class or project at any point during the semester.

Course Schedule: A Weekly Breakdown

Week	Topics	Assignments
0	Pre-Semester Setup <ul style="list-style-type: none">● Teams Must Self-Identify and Submit Proposals for Review	Capstone Project Proposal
1	Welcome to the MSIDBT Capstone <ul style="list-style-type: none">● Course Overview and Professor Introductions● Initial Team Meetings	None

Development Sprint 1		
2	Project Summary Presentations <ul style="list-style-type: none"> ● Introduce Capstone Projects, Teams, and Goals ● Q&A Sessions 	Project Summary Presentation
3	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	None
4	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	Project Check-In 1
5	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	None
6	Project Pivot or Persevere Presentations <ul style="list-style-type: none"> ● Present Project Progress, Milestones, and Next Steps ● Q&A Sessions 	Project Pivot or Persevere Presentation I
Development Sprint 2		
7	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	None
8	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	Project Check-In 2
9	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	Project Check-In 3
10	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	None
11	Project Pivot or Persevere Presentations <ul style="list-style-type: none"> ● Present Project Progress, Milestones, and Next Steps ● Q&A Sessions 	Project Pivot or Persevere Presentation II
Development Sprint 3		
12	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	None
13	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	Project Check-In 4

14	Projects & Teams <ul style="list-style-type: none"> ● Independent Work by the Teams ● Instructor Visits and Consultations 	None
15	Presentations <ul style="list-style-type: none"> ● Presentation of the Capstone Final Project Pitch Decks ● Q&A Sessions 	Final Presentation
	Exam Day <ul style="list-style-type: none"> ● Attendance Not Required ● Project Process and Effort Assessment 	Project Handoff Document Project 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

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

- On-time attendance with camera on in synchronous sessions (failure to appear on camera consistently will result in reduced participation grade and final course grade)
- Active engagement with the instructors and peers in class
- Consistent collaboration and communication with team members

Capstone Project Proposal

Each team will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to the Capstone faculty for review. Proposals must be written using the online form provided by the Academy and submitted prior to enrollment in the course. Instructors will review submitted proposals and approve/reject/request additional clarifying information from the team as needed. Each project proposal must address the following:

- Your name, USC ID, and email address (lead contact)
- The names and email addresses of all team members
- The project name or working title
- The specific goals of the project
- Describe the problem and opportunity area you will address
- Describe the target audience of this problem or unmet need
- Describe the potential for innovation or meaningful impact
- What does the design component require? How is it desirable?
- What does the technology component require? How is it feasible?
- What does the business component require? How is the project viable?
- What are the desired results for this semester (prototype, MVP, something else)?

Capstone Project Summary Presentation

Teams will present an introductory overview of the project to peers and faculty, in which one or more ideas for further pursuit are proposed (with accompanying rationale). Supporting visuals are required. The instructors will provide an outline to follow in the first live session.

Capstone Project Check-Ins

Teams will submit project check-ins for the weeks noted in the course schedule to provide regular updates on progress, challenges, and requests for feedback and help from the Capstone faculty. Instructors will provide a formatted template for the project check-ins.

Capstone Pivot or Persevere Presentation I

Discussion of a defined problem statement(s), the proposed solution(s), core features, and research relating to your project. Ensure you are addressing the target audience (not instructors) and engaging the needs and interests of your potential customers. Ensure each proposed feature addresses the target audience's needs, pain points, or desires. Include project recommendations and next steps based on results from all research and testing to date.

Capstone Pivot or Persevere Presentation II

Discussion of a defined problem statement(s), the proposed solution(s), core features, and research relating to your project. Ensure you are addressing the target audience (not instructors) and engaging the needs and interests of your potential customers. Ensure each proposed feature addresses the target audience's needs, pain points, or desires. Include project recommendations and next steps based on results from all research and testing to date.

Capstone Project Handoff Document

The handoff document is a statement of intent on behalf of the team. The deliverable is a PDF of a cover sheet detailing the project's status, a link to the project archive of deliverables and assets, and the team's future intentions with the project. It will address the following in your cover sheet:

- Project name, date, and list of all team members
- Abstract: One-to-four sentence summary description
- Summary of work: Describe briefly where the project started, the progress and outcome of the semester's work, and general thoughts on the next steps beyond the semester
- Reserve the project: Yes/No. If yes, please describe the intent and parameters
- Include a viewable link to the project archive (a Google Drive project folder)

Capstone Final Presentation

In the course's final week, teams will give a polished pitch presentation to the faculty, peers, and industry experts and include details about the project's public launch, if applicable. In your final presentation, consider your initiative's future implications and grand vision, informed by the team's overall work throughout the Capstone course and program.

Capstone Project Process and Effort

The project process and effort assessment measures the overall progress and effort executed by the team throughout the course of the semester. It considers each individual's effort and their individual contributions, participation, and deliverables. The deliverables for this assignment is a team and peer evaluation that will be provided by the instructors in class.

Assignment Rubrics

During the first week of the Capstone course, the course instructors will make detailed rubrics for each assignment available via the online digital campus.

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

Assignment	Points	% of Grade
Weekly Course Participation	100	10%
Capstone Project Summary Presentation	50	5%
Capstone Pivot or Persevere Presentation I	200	20%
Capstone Pivot or Persevere Presentation II	200	20%
Capstone Project Check-Ins (4)	100	10%
Capstone Project Handoff Document	50	5%
Capstone Final Presentation	200	20%
Capstone Project Process and Effort	100	10%
Total	1000	100%

Grading 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.

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.
- **Participate:** Be present and contribute ideas; avoid multitasking.
- **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.

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 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.