CARLETON UNIVERSITY  
School of Industrial Design

IDES 2205  COURSE OUTLINE  Fall 2018

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Teaching Assistant  Vincere Ip  vincereip@cmail.carleton.ca
TA Office hours  during class time

Course Time and Location  Lecture: Wednesdays 12:35-15:25, Southham Hall (SA) 516

Course Description
An exploration of multi-sensory qualities derived from and designed into products to optimize product-interaction experiences. Visual, tactile, auditory, and other related sensory aspects of design and principles that contribute to the product multi-sensory characteristics while adding meaning and emotional value.

Precludes additional credit for IDES 2203.
Prerequisite(s): IDES 1001 or permission of the School of Industrial Design.

Learning Outcomes
By the end of this course, students will be able to:
1. Differentiate between the sensory qualities that contribute to people’s interactions with products.
2. Analyze how sensory attributes are integrated into designed products.
3. Explain a variety of sensory experiences derived from products.
4. Evaluate (qualitatively) the sensory design factors that may contribute to meanings and emotional responses derived from products.
5. Conduct multi-sensory observations of interactions between people and products in contexts of use.
6. Analyze the multi-sensory experiences with a product with respect to human-object interactions.
7. Use course resources to support opinions about how sensory features enhance experiences between people, the products they use, and the contexts of use.
8. Communicate concepts and ideas through visual, written, and oral presentations.
9. Cooperate with team members in working through class exercises and assignments.
10. Adopt professional/responsible behaviour.
## Course Schedule

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<tr>
<th>Date</th>
<th>Lecture/Activity</th>
<th>In-Class Working Sessions</th>
<th>Team Assignment</th>
<th>Individual Assignment</th>
<th>Readings</th>
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<tbody>
<tr>
<td>[4] Sept 26</td>
<td>Visual Appearance #2</td>
<td>Team assignment #1 ‘Personality Plus++’ Submission</td>
<td>Introduce team assignment #2 – Line It Up -Team formation</td>
<td>Quiz #1</td>
<td>Morris: <em>Purpose &amp; Power of Color</em> + Clay: <em>Chapter 4-Colour- in Book, Beautiful Thing: an Introduction to design</em></td>
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<td>Date</td>
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| Oct 10 | **Tactile Experience**  
Usability Testing – Just Add Textures activity  
Ludden et All.: *Surprising the Senses*  
+ Fenko et All.: *Which senses dominate at different stages of product experience?* |
| Oct 17 | **Presentations**  
Team assignment ‘Line It Up’ Submission  
Introduce team assignment #3 – Experience Me! -Team formation  
Sonneveld, Schifferstein: *The Tactual Experience of objects* |
| Oct 24 | **FALL BREAK – NO CLASS**                                                                                                                                 |
| Oct 31 | **Taste, Smell, Chemesthesis**  
BRING MARKERS TO CLASS  
Post #1 & #2 on CU Portfolio Submission 1  
Özcan, Elf & Van Egmond, René, *Product Sound Design: An Inter-Disciplinary Approach* |
| Nov 7  | **Auditory Design**  
Guest lecturer  
Sound the Alarm activity  
Analysis, Synthesis & Organization  
Quiz #4 |
| Nov 14 | **Multi-Modal Experiences**  
Guest lecturer  
Sensory Exploration ‘Co-Design session’  
Team assignment ‘Experience Me!’ Submission |
| Nov 21 | **Working Class**  
Comparative product analysis – Cu Portfolio  
Individual assignment, CU portfolio |
| Nov 28 | **Individual Assignment** – Comparative Product Analysis Presentations – Part 1  
Post #3 on All CU Portfolio Submission 2  
Prabhakar, P., Jung, H., & Daiello, V. *Sensory Reflection towards Product Design Ideation* |
| Dec 5  | **Individual Assignment** – Comparative 1 Product Analysis Presentations – Part 2  
Quiz #5  
Individual Assignment – Comparative Product Analysis Presentations – Part 2 |
**Required Materials**
Most of the course readings are available on the course CuLearn site in the top right hand corner in the box “Library Reserves” under the title “view course in Ares” at no expense to the students. Others are available to download from the internet as noted on the course Reading List at the end of this outline.

- 2 small consumer products required for Team Assignments 1 & 3, as described in each Team Assignments. (to be obtained / purchased by the team as advised in class)
- 2 small products in required the category of Apparel & Accessories, as described in Individual Assignment.

**CuLearn**
To access your courses on cuLearn go to [http://carleton.ca/culearn](http://carleton.ca/culearn). For help and support, go to [http://carleton.ca/culearn/students](http://carleton.ca/culearn/students). Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca.

**Course Format**
The course consists of lectures, in- and for-class exercises, pop tests or quizzes, and includes hands-on analysis of existing products, product use observations, and student presentations. Each lecture addresses a different aspect of multi-sensory product design. Assigned readings are to be read before & for the date they appear on the course schedule and/or for the assignments, exercises, and quizzes. Attendance and participation is required and critical to learning and success. Those who do not attend classes are unlikely to achieve their full potential in this course.

**Course Assignments**
Individual Assignment: Individual students will analyze, compare, contrast and document aspects of multi-sensory product design, as per assignment details.

Team Assignment: Student teams will conduct multi-sensory analysis of products and users’ responses to & experiences with specific products and present their findings to the class, as described in each Team Assignment.

Quizzes: There will be a range of exercises and quizzes to periodically evaluate comprehension of the course material and readings.

**Course Evaluation Information**
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<tr>
<td>Individual Assignment</td>
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<tr>
<td>Team Assignments</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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**Individual/Group Work**
Courses may include various combinations of individual and group work. Students must demonstrate individual aptitude, and achieve a passing grade for individual work, in order to pass the course. Where the evaluation for individual work is below a passing grade, that grade will be awarded for the course. It is important where collaborative work is undertaken that students be able to clearly demonstrate that individual contribution has been made.
Late Submission of Deliverables
All deliverables submitted late will accrue a 10% per day or part of day deduction from the determined grade, to a maximum of 3 days, from the original deadline time and date. Failure to submit within 3 days, without approval (and submission instructions) from the instructor, will result in a grade of F. Note that CuLearn submissions close at specific times and late submissions are not accepted by the system.

Attendance & Deliverables
Attendance at scheduled SID reviews is mandatory, as they cannot be rescheduled. These are equivalent to exams in IDES courses when indicated in the course outline. Failure to attend, to hand in presentation deliverables at the specified time, and to present as scheduled will result in a grade of F for that review. If you are not able to attend a review, please call the General Office (520-5672) and leave a message in advance. A comprehensive medical certificate or other documentation to substantiate the absence must be submitted as soon as possible after the review. Such documentation must state the date of illness onset, the expected date of recovery, and the extent to which the student is incapacitated.

A grade of F can be modified only if a student submits such documentation and completes the project requirements on a date agreed upon with the instructor. A student not remaining for the complete session, or arriving late for the review, without approval from the instructor, will earn a maximum grade of D+.

Student Access to Exam Papers
Examinations are for evaluation purposes only and will not be returned to the student.

Student Considerations and Responsibilities
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Instructional Offenses / Plagiarism
The regulations of the university require that we bring to your attention regulations on Instructional Offenses, descriptions of which can be found in the current Academic Integrity Policy available on the
Student Affairs website. The policy governs the academic behavior of students. At the same time it seems that students do not always understand the meaning of plagiarism and how to avoid it.

**Student Responsibility**
The student is responsible for knowing the content of this course outline, the schedule of classes, assignments, and examinations; and material covered during any absence from scheduled classes.

**Intellectual Property**
Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

**Changes to the Course Outline**
The course outline may be subject to change in the event of extenuating circumstances.

**Course Reading List**


Fenko, Anna, Schifferstein, Hendrik N.J., and Hekkert, Paul. (2009). *Which Senses dominate at different stages of product experience?* In: Proceedings of Undisciplined! Design Research Society Conference at Sheffield Hallam University, Sheffield UK. (The 12 page-pdf of this article can be downloaded from: http://shura.shu.ac.uk/466/)


Other Reference Sources


