

**COURSE OUTLINE IDES 2205A • SENSORY ASPECTS OF DESIGN FOR USER  
EXPERIENCE • Fall (2024)**

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Location: **2496 ME**  
  
Office Hours: Available upon request

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**Course Time and Location:**

Course locations are no longer displayed on the public class schedule and are subject to change. For the latest information please refer to Carleton Central under Student Services – Registration – Student Timetable.

**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 design principles that contribute to the product's multi-sensory characteristics while adding meaning and emotional value.

Includes: Experiential Learning Activity.  
Precludes additional credit for IDES 2203 (no longer offered).  
Prerequisite(s): IDES 1001 or permission of the School of Industrial Design.  
Lectures and tutorials three hours a week.

**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. Effectively communicate 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 Deliverables**

These are the deliverables for this course. Please see 'Appendix A Course Schedule' for more detailed information.

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**September 18<sup>th</sup>, before 11:59 pm**

**Individual Assignment 1 – *Understanding cultural sensitivity: to provide an overview of cultural aspects and their influence on sensory aspects.*** The total equals **20%** of the overall course grade.

**October 16<sup>th</sup>, before 11:59 pm**

**Individual Assignment 2 – *Envision and design: culture, food, and sensory aspects. Design determinants and concept design.*** The total equals **20%** of the overall course grade.

**November 6<sup>th</sup>, before 11:59 pm**

**Group Assignment 1 – *Understanding cultural sensitivity concept designs. Implementation of theory and findings.*** – The total equals **20%** of the overall course grade.

**December 4<sup>th</sup>, before 11:59 pm**

**Group Assignment 2 – *Envision and design: design the food as an object; design a food tool; design the food chain*** – The total equals **25%** of the overall course grade.

**Professionalism** – This will contribute to **15%** of the overall course grade. This refers to ground rules, a set of expected behaviours for classroom conduct. Please, refer to the “Professionalism” section, down below.

### **Student Access to Quiz, Test, and Exam Papers**

Examinations will be returned to students with comments and explanations.

### **Required Materials**

Materials required for the course are listed below. You may be asked by your instructor to refer to Brightspace for a more comprehensive list of required materials.

According to the assignment, items related to food will be required (cutlery, food tools, utensils, flatware sets, and tableware for analysis. Basic materials for quick prototyping, such as cardboard, clay, plasticine, 3D printing, wood, plastics, etc., may be required according to the assignment.

### **Technology Requirements**

Please refer to the technology requirements on the School of Industrial Design Website. You may be asked by your instructor to refer to Brightspace for other information or requirements related to coursework.

<https://carleton.ca/id/student-info/computer-it-support/computer-requirements/>

### **Individual/Group Work**

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contributions.

## **Review/Presentation Attendance**

Attendance at scheduled SID Reviews/Presentations is mandatory. These are equivalent to exams when indicated in the course outline. Failure to attend the Review/Presentation without reasonable cause will result in a grade of F. Students arriving late for the Review/Presentation or not remaining for the complete session without approval from the instructor, will be addressed on a case-by-case basis at the instructor's discretion.

If you are unable to attend a Review/Presentation, foresee arriving late, or need to leave before it is complete, please email your instructor in advance explaining the reason for the situation. It is important that you provide a reasonable rationale for your absence, late arrival, or early departure.

## **Late Submission of Assignments**

Students who do not hand in assignments on time will have their earned grade reduced by 15% per day at the instructor's discretion. If you foresee not meeting the submission due date and are requesting an extension, please provide your instructor with a minimum of 24 hours' notice.

## **Participation and Professionalism**

Active participation and professional conduct (e.g. arriving on time, attendance, using laptops only for legitimate class activities, preparedness, not leaving the class early without okaying it with the instructor in advance, class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Please note that attendance will be submitted on Brightspace. Unjustified absences will affect the overall grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content that you are required to review.

## **Health and Safety**

Students must participate in training to access all the SID Labs and Maker Space. Apart from this training, students are required to follow the health and safety standards of the School of Industrial Design as well as Carleton's health and safety standards. All materials related to SID health and safety are available here [Health and Safety](#) and it is expected that students review and understand these materials and apply these standards throughout their studies.

## Use of Studio Spaces

Access to studio space to attend courses and complete assignments is an important part of student success. To support access, specific studios have been designated to certain years and/or sections.

1<sup>st</sup> Year Studio Section A – Studio A

1<sup>st</sup> Year Studio Section B – Studio B

2<sup>nd</sup> Year Studio Section A – Studio A

2<sup>nd</sup> Year Studio Section B – Studio B

3<sup>rd</sup> Year Studio Section A & B – Studio C

4<sup>th</sup> Year Studio All Sections (Capstone and Minor) – Studio D

MDes Studio – MDes Studio

Students are welcome and encouraged to use their designated spaces to work during non-studio hours. Out of respect for your colleagues, instructors, and Carleton cleaning staff, ensure you leave the space in good condition. This includes cleaning your area and storing your items in your designated storage space. The School will not be responsible for items that are not stored properly.

## Academic Integrity

Carleton's Policy on Academic Integrity is available at: <https://carleton.ca/registrar/academic-integrity/> and covers the following violations, but is not limited to:

- *Plagiarism*
  - *Submitting work written in whole or in part by someone else*
  - *Failing to acknowledge sources through the use of proper citations when using another's work*
- *Test and Exam Rules*
  - *Attempting to read another student's exam paper*
  - *Speaking to another student (even if the subject matter is irrelevant to text)*
  - *Using material not authorized by the examiner*
- *Other Violations*
  - *Improper access to confidential information such as exams or test questions*
  - *Disruption of classroom activities or periods of instruction*
  - *Misrepresentation of facts for any academic purpose*

This policy governs the academic behavior of students. In industrial design, ideas, and concepts come from a multitude of sources and may be modified and utilized in the design and development process. The student should reference such sources appropriately and it is strongly advised that you read Carleton's Policy on [Academic Integrity](#) before conducting any work at the University.

### **Use of Artificial Intelligence (AI) Technologies**

To effectively address the incorporation of AI technologies, specifically generative AI tools, into courses, we have instituted the following guidelines. Further information can be found here -

<https://carleton.ca/tls/teachingresources/generative-artificial-intelligence/recommendations-and-guidelines/>. Another useful resource is the Library's guide on AI tools - <https://library.carleton.ca/guides/subject/artificial-intelligence-ai-tools>.

1. Academic Integrity Standards: In the absence of explicit permission from the instructor within a given course, the use of generative AI tools to create content, (e.g., text, code, images, summaries, videos, etc.), is deemed a breach of academic integrity standards.
2. Instructor's Discretion: Instructors have the authority to grant permission for the use of generative AI tools, (e.g., ChatGPT and similar tools), based on alignment with the course's educational objectives and learning outcomes. Assignment and examination guidelines will be written to explicitly reflect this granted permission.
3. Clear Instructions: Should instructors choose to permit the use of generative AI tools, an assessment guideline will provide students with clear and detailed direction, including;
  - i. Identification of specific generative AI tools that are acceptable for use.
  - ii. Clarity on the approved applications of these tools.

These measures aim to create a balanced and transparent educational environment, ensuring both academic integrity and the responsible integration of AI technologies into the learning experience.

### **Requests for Academic Accommodation**

You may require special arrangements to meet your academic obligations during the term. For an accommodation request for any of the below topics, refer to this link - <https://students.carleton.ca/course-outline/> and open the needed section.

#### **Topics:**

- *Pregnancy Obligations*
- *Religious/Spiritual Obligation*
- *Academic Accommodations for Students with Disabilities*
- *Survivors of Sexual Violence*
- *Accommodations for Student Activities*
- *Academic Considerations for Medical and Other Extenuating Circumstances*
- *Scheduling and Examination Support*

### **Statement on Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you, refer to this link - <https://wellness.carleton.ca/> and open the needed section.

#### **Topics:**

- *Counselling*
- *Resource Guide*
  - *Thriving on Campus*
  - *Everyday Stress*
  - *Mild Mental Health Concerns*
  - *Moderate Mental Health Concerns*
  - *Complex Mental Health Concerns*
- *Umbrella Project*

### **Student Responsibility**

The student is responsible for knowing the content of this course outline; the schedule of classes, assignments, and/or reviews; and the material that was covered when absent. The studio is a professional environment, and students should be working during the scheduled hours. Unless otherwise arranged, the class will meet during scheduled class hours. Please note that attendance is important since issues and questions may be raised in class, or valuable information may be shared, all of which

can greatly benefit the student's learning experience. As external professionals may be involved in our work, scheduling changes for guest lectures, presentations, and reviews may occur at short notice, requiring students to stay informed.

## **Changes to the Course Outline**

The course outline may be subject to change in the event of extenuating circumstances.

## **Appendix A - Course Schedule**

The week-by-week structure is as follows (for more detailed information, please refer to Appendix A – Course Guide and Schedule:

**Session 1 (Sep 05):** Course Intro and Experience Design

**Session 2 (Sep 12):** Design for emotion – pleasurable design, delight, product semantics

**Session 3 (Sep 19):** Visual Attributes 1 – Form, function, usability, form hierarchies

**Session 4 (Sep 26):** Visual Attributes 2 – Shapes, form composition, harmony, proportion

**Session 5 (Oct 03):** Visual Attributes 3 – Colour theory and colour psychology

**Session 6 (Oct 10):** Preparing deliverables: In-class work. Envisioning the designs (design proposal)

**Session 7 (Oct 17):** Guest lecturer(s)

**Session 8 (Oct 31):** Tactility – tactile qualities

**Session 9 (Nov 07):** Taste and smell – hedonism, rituals

**Session 10 (Nov 14):** Auditory – sound properties

**Session 11 (Nov 21):** Multimodal design – kinetic design, sensory incongruity, cross-modal design

**Session 12 (Nov 28):** Preparing deliverables: In-class work. Envisioning the designs (design proposal)

**Session 13 (Dec 05):** Group presentations