

COURSE OUTLINE IDES 4001B • INDUSTRIAL DESIGN SEMINAR • Fall (2022)

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Office Hours: During studio/lecture hours or by appointment.

Course Time and Location: Wed, 14:05 - 16:55, Tory Building Room 230

Course Description

Topics vary yearly and address key contemporary industrial design issues. There is a focus on writing, discussion, and debate. Students organize a seminar with design professionals and other community experts including student and professional presentations, interaction, and discussion.

Prerequisite(s): IDES 3302 or permission of the School of Industrial Design.

Seminar three hours a week.

Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate ability to research contemporary design issues.
2. Apply critical thinking skills.
3. Discuss and debate theoretical and critical design perspectives with classmates and community experts.

4. Apply course resources to support the opinions expressed.
5. Effectively communicate ideas through written work and/or oral presentations.
6. Cooperate with team members in working through class exercises, assignments, and seminar logistics.
7. Organize, participate in, and produce a seminar with design professionals and other community experts.
8. Design and produce some form of published record or proceedings document.

Goal

The goal of this course is to examine various design-related theories with a view to: 1) what is foundational principle, 2) what is useful theory / principle in design practice, and 3) how design theory can inform contemporary human-centered design practice.

Background

In our everyday situations, we often heard, “Oh, that’s just a theory!” Dealing with theories related to a practical field like design may seem odd, as theories have an ambiguous reputation in everyday and professional life. As design is known as a pragmatic discipline, designers tend to operate with the specifics of a situation and shy away from theory even when they recognize it. However, design-related theory is useless in isolation; it needs to be acted upon, tried out, subjected to reflection, and tested in its application in design practice. As the nature of design has changed from being object-oriented to being understood more as a process, what was considered design in the early 20th century (architecture, furniture, industrial design, and commercial art) has now expanded to include exhibits, products, environments, graphics, interiors, information design, experiences, interactions, interfaces, services, and other specialized areas.

This course examines the range of theories that are relevant to design practice since the nature of design as a process is similar across all the sub-area of design with material and formal considerations differentiating them.

Course Deliverables

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

Evaluation information

Test 1	15% (week 5)
Test 2	15% (week 10)
Cultural Design Project	20% (written/verbal design critique: 10%, Design suggestion:10%)
Final Project	50% (Presentation:10%, Poster: 20%, Essay: 20%)
Total	100%

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.

Required Readings

- Clayton M.C and Michael E. R (2003), *Why hard-nosed executives should care about management theory*, Harvard Business Review. Sep;81(9):66-74, 132.
- Paul H and Nazh C, (2015), *Handle with care! Why and how designers make use of product metaphors*, Design studies (40): 196-217
- Spencer B, *Being critical of the critique in industrial design education: A qualitative study*, N.C state University
- Sharon Helmer Poggenpohl (2018), *Design Theory To Go, Connecting 24 brief theories to practice*. Estes park, Colorado, Ligature Press
- Jon Kolko (2011), *Exposing the magic of design*. Oxford University Press.

Computer Requirements

Please refer to the computer 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 computer work.

<http://www.id.carleton.ca/undergraduate/about-the-bid-program/computer-requirements>

Individual/Group Work

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

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 discretion of the instructor.

If you are not able 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. In the event of an illness or death in the family, you will be required to sign a form verifying your claim and this form is available through the SID administration office.

Late Submission of Lecture & Studio Deliverables

Students who do not hand in deliverables on time will have their earned grade reduced by 10% per day up to a maximum of 3 days.

Participation and Professionalism

Active participation and professional conduct (e.g. class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content which you are required to review.

Academic Integrity

Carleton's Policy on Academic Integrity is available at: <https://carleton.ca/registrar/academic-integrity/> and covers the following topics:

Plagiarism (e.g. submitting work 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 (e.g. attempting to read another student's exam paper, speaking to another student even if the subject matter is irrelevant to the text, using material not authorized by the examiner).

Other Violations (e.g. improper access to confidential information, disruption in classroom activities, 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 prior to conducting any work at the University.

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 following topics below, refer to the link provided for more information: <https://students.carleton.ca/course-outline/>

- *Parental Leave*
- *Religious/Spiritual Obligation*
- *Academic Accommodations for Students with Disabilities*
- *Survivors of Sexual Violence*
- *Accommodations for Student Activities*

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, and announcements made, along with information disseminated through Brightspace. As external professionals are often 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

week	Topics	Reading assignment & Deliverables
Wk1 (Sep.7)	Introduction	<ul style="list-style-type: none"> Why hard-nosed executives should care about management theory Gestalt (pp 86~96)
Wk2 (Sep.14)	HCD & Gestalt Theory	<ul style="list-style-type: none"> Human-centered Design (pp.97~107) Research (pp 158~166)
Wk3 (Sep.21)	Design research	<ul style="list-style-type: none"> A theory of synthesis (pp.03~10)
Wk4 (Sep.28)	Synthesis in Design	<ul style="list-style-type: none"> Creativity (pp.53~59)
Wk5 (Oct.5)	Creativity in Design Test 1 (15%)	<ul style="list-style-type: none"> Handle with care! Why and how designers make use of product metaphors
Wk6 (Oct.12)	Metaphors in design	<ul style="list-style-type: none"> Being critical of the critique in industrial design education
Wk7 (Oct.19)	Design critique https://www.nngroup.com/articles/design-critiques/	<i>KR to CAN: POSTER + video presentation, Commercial scenario video -> written / verbal design critique</i>
Oct.26	Fall Break	
Wk8 (Nov.2)	Cultural design critique (10%) and design suggestion (10%)	<i>CAN to KR: Critique of the work (10%) + Design suggestions (text, sketches, video? -10%)</i>
Wk9 (Nov.9)	Abductive reasoning	<ul style="list-style-type: none"> Abductive reasoning (pp.23~28)
Wk10 (Nov.16)	Emotional Design Test 2 (15%)	<ul style="list-style-type: none"> Emotion (pp.79~85)
Wk11 (Nov.23)	Prototype in Design	
Wk12 (Nov.30)	Final submission (40%)	Poster (20%) + Essay (20%)
Wk13 (Dec.9)	Final presentation (10%)	