COURSE OUTLINE IDES 2205 • SENSORY ASPECTS OF DESIGN FOR USER EXPERIENCE • FALL (2019)

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

Time and Location: Please refer to Carleton Central under Student Services – Registration – Search Schedule: https://admissions.carleton.ca/faqs/where-can-i-find-the-class-schedule/

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 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.

**Required Materials:**

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

**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 consumer products required for Team Assignments, in the categories of Toys and Collapsible as described in each Team Assignment outline. (to be obtained / purchased by the team as advised in class)
• 2 small products required the category of Outdoor / Camping Gear, as described in Individual Assignment.

**Computer Requirements:**

Please refer to the computer requirements on the School of Industrial Design Website:

[http://www.id.carleton.ca/undergraduate/about-the-bid-program/computer-requirements](http://www.id.carleton.ca/undergraduate/about-the-bid-program/computer-requirements)

N/A

**Course Deliverables:**

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

Individual Assignment  (x2 submissions – 20% each)  40%

Team Assignments (x2 - 20% each)  40%

Quizzes  20%

**Individual/Group Work**

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

**Studio Review Attendance**

Attendance at scheduled SID Reviews is mandatory. These are equivalent to exams when indicated in the course outline. Failure to attend the Review without reasonable cause, will result in a grade of F. Students arriving late for the Review 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, 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.

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

Examinations are for evaluation purposes only and will not be returned to the student.

**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
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).

The 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.

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 cuLearn. 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

Appendix A – Course Schedule IDES2205 • Sensory Aspects of Design for User Experience • FALL 2019
# IDES 2205  
**COURSE SCHEDULE**  
**Fall 2019**

## Course Time and Location
Lecture: Wednesdays 11:35-14:25, Southam Hall (SA) 516

<table>
<thead>
<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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| Sept 4| Design, Emotion & Semantics | 1. Reading discussion session  
2. Absurd Attributes activity | Teams confirm product choice & plan for evaluations |                                                             |                                                                 |
| [2]   | Sept 11                | Visual Appearance #1  
BRING LAPTOPS TO CLASS | Product Evaluations (team assignment 1) (Bring your Toy product to class) | Introduce individual product assignment – Gear Up! Individual Comparative Product Analysis | Morris: *Purpose & Power of Color* + Clay: *Chapter 4- Colour-in Book, Beautiful Thing: an Introduction to design* |
| Sept 18 | Visual Appearance #2 | Team assignment – In-class working session | Analysis, Synthesis & Organization (cont.) | Quiz #1  
Students confirm Individual assignment product choices & plan for evaluations (Bring your products to class) |                                                                 |
<p>| Oct 2 | Visual Appearance #3   | Colour Communication activity                       | Analysis, Synthesis &amp; Organization (cont.) | Quiz #2 |                                                                 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>[6] Oct 9</td>
<td><strong>Tactile Experience</strong></td>
<td>Content organization &amp; final review</td>
<td>Ludden et All.: Surprising the Senses + Fenko et All.: Which senses dominate at different stages of product experience?</td>
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<td>Oct 23</td>
<td><strong>FALL BREAK – NO CLASS</strong></td>
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<td>[8] Oct 30</td>
<td><strong>Taste, Smell, Chemesthesia</strong></td>
<td>Taste theory activity</td>
<td>Post #1 &amp; #2 on CU Portfolio Submission 1</td>
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<td>[9] Nov 6</td>
<td><strong>Auditory Design</strong></td>
<td>Vocal Sketch activity</td>
<td>Quiz #4</td>
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<td>Guest lecturer</td>
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<tr>
<td>[10] Nov. 13</td>
<td><strong>Multi-Modal Experiences</strong></td>
<td>Sensory Exploration ‘session’</td>
<td>Content organization &amp; final review</td>
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<td>Guest lecturer</td>
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<td></td>
<td>Useful Tool!</td>
<td>Working Class</td>
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<td>Comparative product analysis – Cu Portfolio</td>
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<td>Comparative Product Analysis Presentations – Part 1</td>
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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
Individual Assignment (x2 submissions – 20% each) 40%
Team Assignments (x2 assignments – 20% each) 40%
Quizzes 20%

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


