ARTG 6600 Experience Design Studio 2–Group and Interpersonal
4 credit hours
graduate and undergraduate students

Course Description

Experience design is a holistic approach that investigates the human experience in specific situations in order to improve its quality. This course offers students an opportunity to learn a human-centered design perspective and develop experience design competency in the complex context of interpersonal and group interactions. Students will study the person-to-person aspect of human-centered design through readings and in-class activities, as well as practice applying its perspectives, models, and theories to the project process. Students will be asked to participate in class discussions and create compelling experience design projects to address the needs, desires, fears and aspirations of their audience.

Learning Outcomes

- Remembering: Learners will be able to identify key theories from the class readings on rhetoric, service, and experience design.
- Understanding: Learners will be able to explain human-centered design principles and demonstrate their understanding of the key concepts discussed in the class.
- Applying: Learners will become familiar with a range of models and methods that are based on philosophical concepts used for experience design, and be able to apply them to specific design phases.
- Analyzing: Learners will be able to conduct model-based research, analyze the findings, and identify the design principles and opportunities.
- Creating: Learners will be able to create models, visualizations of their ideas, experience prototypes, and presentations to demonstrate their design ideas and logic.
- Evaluating: Learners will be able to give presentations of their design process and outcome, discuss how their design logic is better than other options, and share feedback with other students.

Course Structure

Primarily designed for graduate students, this course consists of two parts. The seminar part of the course will provide students with concepts, readings, and examples to help them learn about diverse existing theories. The project part of the course will provide opportunities to apply these theories to design projects. Through readings and in-course discussions in the seminar part, students will learn the person-to-person perspective of interpersonal and group experience, rhetoric as a perspective, and experience design as a process of deliberation. The project phase consists of two projects, each focusing on interpersonal interaction and group interaction. Students will be asked to present and submit their process and final deliverables at the end of each projects.

Required Books and Supplies

Currently there is no required textbook for this class. Brainstorming and rapid modeling materials such as whiteboards, sticky notes, and Sharpies will be provided by the instructor.

Schedule

WK	Topics	Reading and course details	Activities
Jan 9	**Course introduction**	Class will go over the syllabus to review course structure. Following the Q&A session, students will discuss the relationship between rhetoric and human-centered design. **Readings** • Richard Buchanan, *Rhetoric, Humanism, and Design*	
Jan 16	**Seminar**: Perspectives, empathy, and persuasion	Class will discuss the nature of interpersonal persuasion based on Aristotle's rhetoric, Carl Roger's view of individuality and empathy, and Goffman's theory of dramaturgy. In the latter half of the class, students will explore multiple perspectives and empathy. **Readings** • Aristotle, selections from *the Art of Rhetoric* • Erving Goffman, selections from *the Presentation of Self* • Carl Rogers, selections from *On Becoming a Person*	**In-class Exercise: In Other Shoes** Students will find socially isolated groups where they do not belong, present problems that an individual from this group would experience in service situations.
Jan 23	**Project 1**: Interpersonal	Class will start the Project 1: "Designing a Gift." In this project, students will each select an individual and design an "experience" as a personalized surprise gift for this person. The class will also explore how Cicero's structure of 5 parts of rhetoric will serve as the design process. In this research phase, students will start by sharing their ideas for what is a good gift and who will receive the gift. The class will work on the research plan. Students will be given the assignment to conduct research on the gift recipient with a focus on finding a "paradox."	**Designing a Gift: Discovery** **Assignment 1:** Students will find an example of a gift and share with the class.
Jan 30	**Project 1**: Interpersonal	Students will present their research findings and the class will give feedback. The class will brainstorm how to define "topics" from the paradox as a way to move to the next step of Invention. Students will be given the assignment to create conceptual models of three design ideas, utilizing logos, ethos, and pathos.	**Designing a Gift: Invention**
Feb 06	**Project 1**: Interpersonal	Students will present the design ideas they worked on as an assignment. After class feedback, students will use whiteboards and sticky notes to develop their ideas and to design the specific arrangement of the experience. At the end of the class, students will be given the assignment to create a storyboard of the experience they are working on.	**Designing a Gift: Arrangement**

Feb 13	**Project 1**: Interpersonal	Students will present their storyboards. After class feedback, students will create / prepare the specific object, platform, or system that will mediate the experience. At the end of the class, students will be given the assignment to deliver the gift to the intended recipient, or partner up with other students to practice the gift delivery in different situations. They will videotape the experience. Students will show their videos next week during their final presentation along with a slide that demonstrates the design process.	**Designing a Gift: Expression**
Feb 20	**Project 1**: Interpersonal	Students will give the final presentations. The class will discuss how to improve the experience. Students will be given random prompts, such as a different recipient or a different imaginary situation in order to brainstorm how the gift would be designed differently so to create new arguments for discussion.	**Designing a Gift: Memory and Delivery**
Feb 27	**Seminar**: Rhetorical situation and deliberation	Class will study Cicero's theory to learn the nature of rhetoric as a public discourse to resolve controversy and support community deliberation. The class will also discuss the application of rhetorical perspective to design with service literatures. In the latter half of the class, students will study the nature of controversy as experience from structural perspective. Students will be asked to brainstorm the service controversy that they will explore in the project. **Readings** • Marcus Tullius Cicero, selections from *De Inventione* • Kristian Grönroos, selections from *Service Management and Marketing* • Leonard L. Berry, "Clueing In Customers"	**In-class Exercise: Where the Action is** Students will share a story of bad service experience and analyze the evolution of the service conflict over time.
Mar 06	**Spring break**	No class	
Mar 13	**Project 2**: Group	Class will start the Project 2: "Mediating a Conflict." Students will select controversial service situations, in which more than two individuals/groups with conflicting values are involved, and design ideas to help the resolution. In this research phase, students will start by sharing their ideas for which service controversy they will work on. Students will conduct research on the controversy with a focus on the "issues."	**Mediating a Conflict: Discovery** **Assignment 2:** Students will find an example of a service controversy and share with the class.
Mar 20	**Project 2**: Group	Students will present their research findings and the class will give feedback. The class will use whiteboard and sticky notes to create a model to analyze the patterns of controversy. Students will be asked to come up with three design ideas.	**Mediating a Conflict: Invention**

Mar 27	**Project 2**: Group	Students will present the design ideas they worked on as an assignment. After class feedback, students will use whiteboards and sticky notes to develop their ideas and to design the specific arrangement of the collective experience. At the end of the class, students will be given the assignment to create storyboards for each stakeholder.	**Mediating a Conflict: Arrangement**
Apr 03	**Project 2**: Group	Students will present their storyboards. After class feedback, students will create / prepare the specific object, platform, or system that will mediate the experience. At the end of the class, students will be given the assignment to partner up with other teams to rehearse the system of mediation in different situations. At the end of the class, students will be given the assignment to make an experience prototype. They will show the prototype in the following week during the final presentation along with a slide that demonstrates the design process.	**Mediating a Conflict: Memory and Delivery**
Apr 10	**Conference**	No class	
Apr 17	**Project 2**: Group	Students will give the final presentations. The class will discuss how to improve the experience. Students will share their insights about the class.	**Mediating a Conflict: Delivery**

Grading Rubric

- Attendance: 5%
- Participation in class discussions: 5%
- Assignment 1: 5%
- Assignment 2: 5%
- Project 1: 40%
  Presentation of research findings: 5%
  Presentation of design ideas: 5%
  Presentation of storyboards: 5%
  Presentation of performance: 5%
  Final presentation: 20%
- Project 2: 40%
  Presentation of research findings: 5%
  Presentation of design ideas: 5%
  Presentation of storyboards: 5%
  Presentation of performance: 5%
  Final presentation: 20%

The following grading system will be used to evaluate your work:
- A= Outstanding achievement: Exceptional effort and work in all respects, work that stands out in contrast to other work in terms of both technical craft and creative execution, all deliverables submitted on time. (A 95-100; A– 92-94)
- B= Good achievement: Above average effort and work, solid technical craft, all deliverables submitted on time. (B+ 89-91; B 86-88; B– 83-85)
- C= Satisfactory achievement: Average effort and work, inconsistent execution of technical craft, some or all deliverables submitted on time. (C+ 89-91; C 86-88; C– 83-85)
- D = Unsatisfactory achievement: Lack of initiative, some or all deliverables submitted on time. (D+ 71-73; D 68-70; D– 65-67)
- F = Failure: Work that is incomplete and/or fails to achieve minimum standards. (F 0-64)

Assignments turned in after the deadline will impact your grade as follows:
- Up to 48 hours after deadline: Your grade will be reduced by 20%
- More than 48 hours after deadline: Your grade will be reduced by 50%
- Assignments will not be accepted after one week from the deadline.

Attendance

Attendance will impact your grade. Only one absence will be excused (if you plan to miss a class, let me know in advance). A second absence will result in your attendance grade being cut in half. A third absence will result in a grade of F for the class. University attendance policy can be found here: http://catalog.northeastern.edu/undergraduate/academic-policies-procedures/attendance-requirements/

Absences

In cases of absence, instructor will ask students to provide documentation that the class absence is warranted. Note that University Health and Counseling Service does not provide sick notes or medical excuses except for long-term illness. According to Northeastern's Academic Integrity Policy, documentation of short-term illness can be drafted and signed by the student. Students should understand that their course instructors can file a complaint against them with OSCCR if they submit false documentation of illness. If classes are cancelled due to emergency, such as the weather, instructor will schedule 1:1 meetings to make up for the class.

University and College Policies

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University. The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity:

- Cheating – using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Fabrication – falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise
- Plagiarism – using as one's own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution
- Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, any analysis, interpretation, or reporting of data required by an assignment must be each individual's independent work unless the instructor has explicitly granted group work
- Participation in academically dishonest activities – any action taken by a student with the intention of gaining an unfair advantage over other students
- Facilitating academic dishonesty – intentionally or knowingly helping or contributing to the violation of any provision of the University Academic Integrity Policy

Review the full policy: http://www.northeastern.edu/osccr/academic-integrity-policy/

Expectations for Outside of Class Study

Course credit hours (semester hours) are assigned to a course based on the established national educational standard that one credit hour is equal to approximately three hours of student learning time per week over a period of a semester.
http://catalog.northeastern.edu/undergraduate/academic-policies-procedures/course-credit-guidelines/

Students with Disabilities

Students who have disabilities may wish to consult the Disability Resource Center (http://www.northeastern.edu/drc/getting-started-with-the-drc) for aid with resources and accommodation. Those who wish to receive academic services and accommodations must present the accommodation letters from the DRC to their instructors at the beginning of the semester so that accommodations can be arranged in a timely manner.

Writing Center

The Northeastern University Writing Center–part of the Writing Program and Department of English in the College of Social Sciences and Humanities–is open to students, staff, faculty, and alumni of Northeastern and exists to help writers at any level, and from any academic discipline, in their written communication.
http://northeastern.edu/writingcenter/

Tutoring

The Peer Tutoring Program offers FREE peer tutoring services open to NU undergraduate students actively enrolled in courses where they are seeking academic assistance.
https://undergraduate.northeastern.edu/peer-tutoring/

Language support for non-native English speakers

Global Student Success (GSS) supports the success of international students at Northeastern University. We offer services to students, faculty, and staff. http://www.cps.neu.edu/student-resources/gss/