

HCD 421 Design and Human Experience | Fall 2017 Syllabus

Instructors

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Office hours: Thursdays 4:50 PM - 5:35 PM and by appt.
Office Location: 14 EAS 00206

Course Information

HCD 421 Section 701
Class times: Thursdays 5:45PM - 9:00 PM
Room: Location: 14 EAS 00206 at Loop Campus

*Last day to drop the course with no penalty: Sept. 19, 2017.
If dropped on or after Sept. 19, 2017, a grade of "W" will be assigned.*

Prerequisites

None

Learning Objectives

Students will be able to:

1. Build a systemic view of design in order to analyze examples of and deconstruct assumptions about the impact of technologies on communities.
2. Critically assess goals, approaches, and challenges of designing experiences.
3. Describe their own point of view as a designer to shape a conceptual framework for design.
4. Describe a human centered problem statement and identify and execute next steps to research and design against this problem statement

Additional Objectives

5. Become familiar with the work of practitioners
6. Connect personal interests to course topics.
7. Develop confidence as researchers and designers.
8. Consider equity and role of design in underrepresented communities.

Texts

Nardi & O'Day (2000). *Information ecologies: Using Technology with Heart*. Cambridge, MA: MIT Press.

Toyama (2015). *Geek Heresy: Rescuing Social Change from the Cult of Technology*. New York, NY: Public Affairs.

Additional readings will be provided.

Class Format

Class will be conducted in a seminar format in which the instructor will facilitate reflection and provide guidance to engage disciplinary research and design practices. Students are expected to spend 8 to 10 hours per week on reading, research/design, and writing activities outside of class.

Computers & Software

The D2L system will be used to organize course materials, assignments, and grading (<https://d2l.depaul.edu/>).

Course Summary

Understanding design's profound impact on people and the way they live their lives is a key factor in the personal, professional and creative development of a human-centered designer. As such, HCD 421 helps students learn, observe and understand design's wide-ranging effect on society including the physical, cultural, emotional, psychological and social impact on people, communities and humanity.

Using real-world case studies of complex systems design, as told by the very designers who developed innovative solutions, students will learn how designers tackle these large scale design problems as well as shape the world around us. They will also use what they observe and hear to develop their own personal point of view and philosophy as a designer as well as pursue a passion project to bring new skills into fruition.

Professional designers, researchers and data scientists will deconstruct complex design experiences that solved some thorny and complicated issues, including re-designing the voting experience in LA County, providing surgeons a more precise way to work in the operating room and using machine learning to develop an intelligent search system that helps increase patient safety and minimize injury risk.

Through guest speakers, lectures, readings and assignments students will gain a real-world understanding of the challenges of designing for the human experience and develop reflective as well as practical skills to help navigate those challenges of today and tomorrow. These skills include problem framing, articulating project goals, designing and conducting interviews, and thematic analysis.

Evaluation & Grading

Coursework includes the following components:

Grade Proportion	Course Requirement
12%	Class participation
12%	Discussion lead
36%	Weekly writing/activity assignments
40%	Final Project /Presentation/ Design Statement
100 %	TOTAL

Grading Scale

Letter grades are based on the percent of points earned.

Grade	%	Points	
A	93	186	<i>Excellent</i>
A-	90	180	<i>Very Good</i>
B+	88	176	
B	83	166	<i>Good</i>
B-	80	160	
C+	78	156	
C	73	146	<i>Satisfactory</i>
C-	70	140	
D+	68	136	
D	60	120	
F	0	0	

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Class	Topics and Activities	Readings and Viewings Due	Assignments Due	Project Milestones and Due Dates
Sept. 7 Class 1	Overview: Deconstructing the Historical Impact of Design on Society Introductions Field observations <i>Ovetta & Marta</i>	<ul style="list-style-type: none"> Body Rituals of Nacirema Anthropologist Walks into a Bar Tool making, hand morphology and fossil hominins 	<ul style="list-style-type: none"> photo representing a memorable experience photo representing routine experience 	n/a
Sept. 14 Class 2	From Passive to Purposeful: Understanding the Active Role of Design on Society Assign teams (for project and 3-2-1 discussion lead) <i>Ovetta & Marta</i> <i>Guest Speaker TBD: Evan Hanover (Conifer Research)</i>	<ul style="list-style-type: none"> Everyday Ethics in Design (video) <i>Information Ecologies Using Technology with Heart</i>: Ch. 1-5 	<ul style="list-style-type: none"> 3-2-1 Assignment (Due Sun at midnight) on <i>Everyday Ethics in Design</i> Brief story or photo of a technology that had positive impact and one with negative impact. Discussion Lead (Group) 	
Sept. 21 Class 3 Ovetta OOO	Change by Design: The Role of the Designer in Developing Transformation Begin generating ideas for final project <i>Marta & Guest Speaker: Nick Singh (Uptake)</i>	<ul style="list-style-type: none"> Have Smartphones Destroyed a Generation? <i>Geek Heresy</i> Ch. 1-3 	<ul style="list-style-type: none"> 3-2-1 Assignment (Due Sun at midnight) on <i>Have Smartphones Destroyed a Generation?</i> Bring in an example of a designer's personal statement Discussion Lead (Group) 	<p>Begin generating ideas for final project in class</p> <p>Discussion Lead (Group)</p>
Sept. 28 Class 4	Design's Increasing Impact on Our Lives: Understanding Design's Impact in an AI World <i>Ovetta & Marta</i> <i>Guest Speaker: Brenna Berman (ED at UI Labs, former CTO City of Chicago)</i>	<ul style="list-style-type: none"> A Radical Way of Unleashing a Generation of Geniuses, Joshua Davis, Wired Magazine Catherine O'Neill TED Talk "The Era of Blind Faith in Big Data Must End." Catherine O'Neil, author of <i>Weapons of Math Destruction</i> Watch Array of Things (Video) 	<ul style="list-style-type: none"> 3-2-1 Assignment ((Due Sun at midnight) A Radical Way of Unleashing a Generation of Geniuses Discussion Lead (Group) 	<p>Finalize project idea and problem statement</p> <p>Personal statement outline</p> <p>Discussion Lead (Group)</p>
Oct. 5 Class 5	Design in a Complex World: Wicked problems require intricate design thinking <i>Marta & Ovetta</i> <i>Guest Speaker: Jess Freaner (Data Scientist Datascope)</i>	<ul style="list-style-type: none"> 3 Principles for Creating Safer AI, Tim Russell (video) TED Talk Tim Brown "Designers to Think Big" Wicked Problems Transforming Healthcare for Children and their Families (video) 	<ul style="list-style-type: none"> 3-2-1 Assignment (Due Sun at midnight) 3 Principles for Creating Safer AI, Tim Russell (video) Discussion Lead (Group) 	Project plan due including sources for lit review and interview participants identified
Oct. 12 Week 6	Equity and Design: Equality in design is no accident <i>Ovetta & Marta</i> <i>Guest Speaker: Dr. Caricia Catalani (Design Research and Strategy, IDEO Palo Alto)</i>	<ul style="list-style-type: none"> "Inside Facebook's AI Workshop" "Artificial Intelligence's White Guy Problem." by Kate Crawford California Tests Ballot Box of the Future CBS Video <i>"Predictions put into practice: a</i> 	<ul style="list-style-type: none"> 3-2-1 Assignment (Due Sun at midnight): "Inside Facebook's AI Workshop." by Scott Berninato HBR Discussion Lead (Group) 	<p>Literature review due</p> <p>Personal statement draft</p>

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		<i>quasi-experimental evaluation of Chicago's predictive policing pilot," Journal of Experimental Criminology (DePaul Library)</i>		
Oct. 19 Week 7	Community-driven Design: Techniques for Better Designs to Serve Communities <i>Marta & Ovetta</i> <i>Guest Speaker: Carlos Arturo Torres (Industrial Design, IDEO Chicago)</i>	<ul style="list-style-type: none"> • "Uninvited Guests" (video) • "Lego Makes Everything Better: Even a Prosthetic for Kids." by Margaret Rhodes • <i>Design Thinking for Social Innovation</i>, by Tim Brown and Jocelyn Wyatt (in DePaul Library) 	<ul style="list-style-type: none"> • 3-2-1 Assignment (Due Sun at midnight): "Uninvited Guests" • Discussion Lead (Group) 	Interview summary due
Oct. 28 Week 8	The New Social Contract: Understanding design's role in shifting business strategies to be more human-centered <i>Ovetta & Marta</i> <i>Guest Speaker: Diane Lee (Business Design, IDEO Chicago)</i>	<ul style="list-style-type: none"> • HBR Article on Jobs to Be Done 	No reading assignment due; work on project	Theme analysis due
Nov. 2 Week 9	Project Work Session <i>Guest Critique: Ariane Cherry (Salesforce, formerly Gravity Tank)</i>		No reading assignment due; work on project	Presentation outline due
Nov. 9 Week 19	Putting it All Together Project Work Session <i>Marta & Ovetta</i>		No reading assignment due; work on project	Personal statement final draft due
Nov. 16 FINAL	Final Presentation Day			Final presentation Graduate students only: include recommendations including criteria for one concept area

Acknowledgements

This syllabus was based on Prof. Denise Nacu's 2016 version, which was created with input from colleagues in the CDM School of Design and inspiration found in syllabi online by others in the field of human centered design.

Policies & Expectations Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken and is reflected in the Class Participation and Attendance portion of the course grade. Your active participation and engagement in the class is expected and is required to get credit for this portion of the course grade.

Absence

- Attend every class. ☐
- Three absences for any reason, whether excused or not, may constitute failure for the course. ☐
- **Communicate with us if you must miss class for any reason – a quick email will do.**
- Students are individually responsible for material they may have missed due to absence or tardiness. ☐
- Please notify instructors in advance if there are any special needs.

Late Policy ☐

- Being present and arriving on time to every class is my expectation for everyone. Communicate with us if you must be late to class for any reason.
- If there is a reason why you cannot consistently arrive on time to class, please let me know.
- Tardiness exceeding 30 minutes is counted as an absence.

Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/academicprocesses.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Late Assignments

Completing assignments on time and having them ready for discussion and critique in class is essential for this class. Thus, to encourage accountability, late assignments will not receive credit **unless acceptable reasons are documented** (illness, family emergency) **and communicated to me within 24 hours of the due date.**

Email Policy

Mon-Thu, you can expect us to return emails within 36 hours. Expect a delayed response Fri-Sun. In the spirit of practicing professional communication, make an effort to write email messages in a formal, professional tone (e.g., proper greeting, correct spelling, etc.).

(NOTE) Email: Marta if your last name is begins with A-L, and Ovetta if your last name begins with M-Z.

Class Behavior

- Food and drink during class is ok.
- **Internet surfing and checking email, etc. during class when your attention is expected is disrespectful and unprofessional.** I ask for your cooperation and attention during class time.

- Be a respectful participant by keeping phones in silent mode and do not text in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- Be engaged in class discussions and workshop activities.
 - Participate with enthusiasm
 - Show genuine effort to cooperate with others
 - Show leadership and take initiative in group efforts
 - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor and classmates
 - Make contributions that reflect excellent preparation (i.e., complete required reading)
- Practice professionalism
 - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner ☐
 - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations ☐
 - Be respectful towards others

Attitude

A professional attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when an instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

DePaul University is a community that thrives on open DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructors handle grade review requests and respond to the student with a review decision as soon as possible.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the

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student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. □
- If approved, students are required to complete all remaining course requirements independently in consultation with the instructor by the deadline on the incomplete request form. □
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor. □
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines are as follows:

- AQ: Last day of the last final exam of the subsequent winter quarter
- WQ: Last day of the last final exam of the subsequent spring quarter
- SQ: Last day of the last final exam of the subsequent autumn quarter
- Sum: Last day of the last final exam of the subsequent autumn quarter □

Academic Integrity & Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic

Calendar. Information can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312) 362-8002

Fax: (312) 362-6544

TTY: (773) 325-7296

Email: csd@depaul.edu

Online Course Evaluations

Evaluations are a way for students to provide feedback regarding their instructors and the course. Detailed feedback will enable the instructors to tailor teaching methods and course content to meet the learning goals and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation. You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.