San José State University  
Department of Design / Industrial Design Program  
DSID 134, Design and Meaning, Section 01, Spring 2016

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Prof. John McClusky</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Art 227</td>
</tr>
<tr>
<td>Telephone:</td>
<td>408.924.8230</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:john.mcclusky@sjsu.edu">john.mcclusky@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>12:00-2:00 Thursdays drop-in (no appt. necessary)</td>
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<tr>
<td>Class Days/Time:</td>
<td>TTh 8:30-11:20pm</td>
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<tr>
<td>Classroom:</td>
<td>Art 205</td>
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<tr>
<td>Prerequisites:</td>
<td>DSID 32A; Phys 1; DSID 41 or by the permission of the instructor</td>
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<tr>
<td>Course Fees:</td>
<td>See Required Materials List for additional materials and costs.</td>
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**Canvas Course Management Website**

Copies of the course materials such as the syllabus, assignment handouts, grading, etc. may be found on the course CANVAS website. You may find your link to this website on MySJSU, along with your login/password info. You are responsible for regularly checking with the messaging system in CANVAS for course updates, assignments, etc. All online communication between professor and students for this course will take place through CANVAS. Key topics to check on CANVAS are the Calendar, Content, News, and Grades. Any last minute updates will be posted to News, the entire semester schedule is detailed in the Calendar, and your progress in the course can be tracked through Grades. Please view CANVAS as a tool for Active Learning.

**Course Description**

The class will explore ways in which designers deal with meaning in Industrial Design. The first is how people attach meaning to the designed artifacts that are produced and consumed
in contemporary society. The second aspect of meaning is in how and why designers communicate to the public through their designs as a medium of expression.

You are expected to explore these two aspects of design and meaning in two separate projects that you will undertake during the semester. The course will be divided into 3 parts. You will design the first project to the point of a clear product design proposal during the first 6 weeks of the Spring semester. All conceptual, functional and overall form attributes must be clearly communicated at that time in the form of a clear “client” proposal. You will build your client presentation over 5 Design Challenges that explore the problem from different perspectives. At that point, we will take a break from the project to undertake a design exercise regarding semantic communication in product design. This project will be done to completion before completing the second half of the initial project. The remainder of the semester will focus on the refinement and completion of the first project. In addition to a refinement and detailing phase, your final design must be clearly communicated in a set of dimensioned, technical drawings from which anyone else would be able to construct it. The project will conclude with the construction of a final appearance model and a project summary document (often referred to as a Process Book).

Course Goals and Student Learning Objectives

Students will be required to complete at least two products in this course, in addition to the final critique. There will be an iterative method of design exploration applied in this course wherein you are expected to (1) explore a broad range of product concepts, (2) identify and develop the most promising concepts and (3) refine and detail one primary concept. This exploration must be communicated in a presentable manner in both 2D and 3D sketches.

Final design concepts must be clearly communicated in both a 2D presentation and a 3D appearance model. The presentation of final design concepts at the end of the 6th week of classes must be presented with a 2D presentation that explains, (1) what the product concept is, (2) whose needs and desires it addresses, (3) how it addresses the issue of meaning the project is focused on, (4) how it works and (5) how its aesthetic form language would best be described (This should be self-evident from the presentation and mockup). In addition to the 2D presentation, you are expected to have refined mockups for each concept presentation.

Course Content Learning Outcomes

Upon successful completion of the course students shall be able to:

LO1: Communicate meaningful information in their design concepts.
LO2: Identify how people attach meaning to designed artifacts and use that understanding to inform their design decisions.
LO3: Connect design decisions with human values.
LO4: Communicate design decisions with presentation quality sketches (2D and 3D).
LO5: Propose a design project with a clear plan as to how they would achieve success.
LO6: Articulate design awareness, knowledge and intent, both in their own work and when discussing the work of others in informal classroom discussions as well as formal
critiques at the end of each project. This should be demonstrated in their ability to actively discuss, critique, and engage in professional review of their work and that of their peers work.

Required Texts/Readings

Textbook
There is no required textbook for this course. All assigned and recommended reading will be posted on CANVAS. Required reading will come from: The books listed below in Recommended Readings, blogs, online journals and print only trade journals.

Required Readings


Required Materials List
Everyone’s projects will vary in their material demands. That said, you should expect to spend approximately $500-$800 in 2D and 3D sketching materials. This should be budgeted for enough foamcore, foam and other modeling supplies to demonstrate a full exploration of design alternatives. Everyone is expected to have a personal amount of urethane foam equivalent to the 24”x48”x3” block of machinable urethane foam available from McMaster-Carr (http://www.mcmaster.com/#standard-foam-sheets/=qco05e, Item no. 3152T43). You do not have to purchase it from McMaster-Carr but you do need to show proof of either owning or having purchased that much prototyping foam by Feb.2 class or you will be asked to drop.

Shop Test
The Department of Design requires that Industrial Design students attend and pass the shop safety orientation at least once each year. We will be showing the video in class and then you will have at least a week to review the video again on your own as it is posted online.
(http://www.sjsu.edu/atin/services/webcasting/events/shopysafety.html) now. The shop test date will be announced the first day of class. That will be the only date that you will be able to take the shop test for this course so make sure you have studied up and paid your shop test fee at the bursars office before that date. You must provide proof of enrollment and the original receipt from the bursar’s office that you have paid the required $20 shop fee to fund #62089 prior to taking the test.

Library Liaison

Rebecca Kohn, Associate Librarian for Design Department
Email: Rebecca.Kohn@sjsu.edu
Phone: 408.808-2007
LibGuide: TBA

Classroom Protocol

Active participation in class activities is a significant factor in student success in the Industrial Design program. Active learning facilitates mental growth, skill enhancement, creates a lifelong learner, and improves the goals of becoming a good designer. Students are expected to be on time to class and when a class critique is planned, work is to be taped/pinned up to the walls by 10 minutes after the official start of the class period. Be ready to start the critique by 15 minutes after the class officially starts. If the student is not on time to class, the work is not pinned up by the time limit, and the student is not ready to begin the critique at the 15-minute mark, the work may not be presented in the critique. Students are to be respectful of the professor and their peers and any disruptive activities in the classroom will result in the student being asked to leave the class. Arriving late to class without prior arrangement and approval from the professor is considered disruptive. If the student cannot be in the classroom by the start of class, please do not interrupt the class in session by entering the classroom. If a student encounters any problems that inhibit their ability to participate in the class, please provide as much advance notice as possible to the instructor so that he/she may respond and inform the student in a timely manner. Students are expected to leave the classroom in a clean condition with all the desks arranged in the standard configuration at the end of each class meeting so that the next class has an organized, clean room waiting for them.

Cell phones, digital music players, digital tablets, and laptops are also disruptive and inconsiderate to your classmates and the instructor. Unless it is being used for a class activity, please turn off all electronic devices that can potentially disrupt class. If you disrupt or withdraw from class activities due to your inability to silence and ignore these devices, it will count against the participation portion of your final grade and you will be asked to leave the classroom. If emergency personal issues (family, medical, etc) require you to leave your phone on, you may do so by making arrangements with the instructor in advance. The instructor may need to answer the phone during class due to professional demands or university business, though this will be minimal. Additionally, talking in class during a lecture is considered disruptive to the class, and generally rude, and will adversely affect the participation grade and the student may be asked to leave the classroom.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Students will be engaged in demos, discussions and critiques during class meeting times and they will be assessed on engagement in those activities in their Participation grade (LO8). Students will have homework assignments to do outside of class (12-18 hours per week) that include two- and three-dimensional sketching and drawing assignments as required by the course assignments (LO 1-8). Students will be required to be present to discuss their work in classroom critiques (LO 8). Grading will follow the standard SJSU A-F system.

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<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
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<td>D-</td>
<td>61-64</td>
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<tr>
<td>F</td>
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Grading is weighted during the semester as follows:

- Class Participation: 15%
- Design Challenge 1: 5%
- Design Challenge 2: 5%
- Design Challenge 3: 5%
- Design Challenge 4: 5%
- Design Challenge 5: 5%
- Project 1 Concept Proposal: 10%
- Project 2: Push. Pull. Twist.: 15%
- Final, Refinement Project 1 Concept: 10%
- Final Design Presentation for Project 1: 15%
- Final Project 1 Summary Booklet: 10%
All assignments are due on time. No late work is accepted (this includes work that is required for uploading to CANVAS). Extra credit is not possible in this course as the workload is significant enough. A passing grade for this course is a C-. The Participation grade in this course will be assessed through your engagement in Work/Activity sessions and critiques each week. Actively engaging and exhibiting life-long learning skills during class are the mode by which participation is assessed.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center (DRC)](http://www.drc.sjsu.edu/) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Though it is a requirement for ID students to have their own computer with the required software (Adobe CS, Solidworks, MS Office), and it is highly recommended that before Junior Studio (DSID 125) all ID students have a large format printer (11”x17” or 13”x19”), computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors. The ID Program will provide access to the large format printer for mid-term critiques and final presentations. Students will be given an allotment of paper for for plotting final patterns,
mid-term critiques, and final presentations for this course. Students will be given an allotment of 8 linear feet of plotter paper for this course. Any additional needs for printing can be accommodated by going to Plotter Pros (http://www.plotterpros.net/index.shtml) in San Jose.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division and/or graduate-level writing specialists from each of the seven SJSU colleges staff it. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
DSID 134 / Design and Meaning, Spring 2016, Course Schedule

Schedule is subject to change with fair notice (one week) in class or via notice on Canvas.

Section 2 Schedule

Th 1/28  Course introduction
          Assign: Dunne & Raby and Hudson readings.
          Assign: Design Challenge 1

T 2/2    Class Discussion: Readings
          Class Brainstorm: Design Challenge 1

Th 2/4   Work on Design Challenge 1

T 2/9    Critique: Design Challenge 1
          Assign: Design Challenge 2

Th 2/11  Class Brainstorm: Design Challenge 2

T 2/16   Critique: Design Challenge 2
          Assign: Design Challenge 3

Th 2/18  Class Brainstorm: Design Challenge 3

T 2/23   Critique: Design Challenge 3
          Assign: Design Challenge 4

Th 2/25  Guest workshop

T 3/8    Critique: Design Challenge 4
          Assign: Design Challenge 5

Th 3/10  Class Brainstorm: Design Challenge 5

T 3/15   Critique: Design Challenge 1-5
          Pinup all the concepts that you have presented for the 5 design challenges

Th 3/17  Class Discussion: Feil Reading.
          Work Day. Project 2 Initial Sketches and Mockups

F 3/18   Upload the concepts you produced during the 5 design challenges to Canvas
          no later than 6:00pm on Friday, March 19.

T 3/22   Work Day. Project 2 Initial Sketches and Mockups
Th 3/24  **Critique: Initial Mockups for Push. Pull. Twist. Project**  At least 3 different designs in presentable mockups.

T 3/29  **Spring Break – Campus Closed**

Th 3/31  **Spring Break – Campus Closed**

T 4/5  Work on final Project 2 models

Th 4/7  **Critique: Project 2 Push. Pull. Twist.**  Bring final models, drawings and all mockups for the project for the class discussion.
Assign: Project 1 Final Concept refinement

T 4/12  TBA

Th 4/14  Critique: Concept revisions (drawings and mockups) of your final design concept.

F 4/15  **Upload portfolio-worthy photos of your final model and mockups from the Project 2 Push. Pull. Twist. project no later than 6:00pm Friday, April 15**

T 4/19  TBA

Th 4/21  Critique: Final, Revised Design Concept. Your presentation should include:
(1) Presentation drawings explaining what your design is, what it does and how we use it. CAD models are acceptable as long as they fully explain your design.
(2) Final revised mockup.
(3) Final dimensioned, orthographic drawings with internal components and any cross sections that are needed to fully communicate your design for construction. Keep in mind that this is the three-view, dimensioned technical drawing specifying your final design. A CAD rendering is not suitable for this purpose.

F 4/22  Upload your presentation materials from April 21.

T 4/26  Final Model Build

Th 4/28  Final Model Build

T 5/3  Final Model Build

Th 5/5  Final Model Review. Bring your completed final model at the start of class for
review.

M 5/9  Upload your final presentation for Project 1 no later than 11:59pm, Monday, May 9.

T 5/10  **Group A Final Presentations** (Printed or projected from a .pdf turned in on Monday, May 9)

Have final model and presentation ready to go at the start of class.

(1) What is it?
(2) What idea are you communicating with your design?
(3) Who is it for?
(4) What does it do for them?
(5) How do they interact with it?
(6) Size. Initial, dimensioned orthographics (with internal components and cross sections as needed)

Th 5/12  Last day of class

**Group B Final Presentations** (Printed or projected from a .pdf turned in on Monday, May 9)

Have final model and presentation ready to go at the start of class.

(1) What is it?
(2) What idea are you communicating with your design?
(3) Who is it for?
(4) What does it do for them?
(5) How do they interact with it?
(6) Size. Initial, dimensioned orthographics (with internal components and cross sections as needed)

Th 5/19  Final project booklets due on Canvas no later than 9:30am on Thursday, May 19. This is determined by the official final exam schedule for SJSU. No late deliverables. Get it in early!