New Course Request

Check Appropriate Boxes: Undergraduate credit □ Graduate credit □ Professional credit □

1. School/Division: Heron School of Art and Design
2. Academic Subject Code: HER
3. Course Number: V421 (must be cleared with University Enrollment Services)
4. Instructor: Youngbok Hong
5. Course Title: Designing People-Centered Services I

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall/2009

7. Credit Hours: Fixed at 3, or Variable from _________ to _________

8. Is this course to be graded S-F (only)? Yes ______ No X

9. Is variable title approval being requested? Yes ______ No X

10. Course description (not to exceed 50 words) for Bulletin publication:
    An introduction to Service Design. Exploring diverse concepts, theories and cases in service design, students will understand the difference between designing objects and designing experiences. In addition to a general understanding of service design, the course includes individual/group projects, which students identify opportunities to enhance human experience in various contexts.

11. Lecture Contact Hours: Fixed at 5, or Variable from _________ to _________

12. Non-Lecture Contact Hours: Fixed at _________, or Variable from _________ to _________

13. Estimated enrollment: 10-14, of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Annually

15. Will this course be required for majors? Yes ______

16. Justification for new course: prepare students for contemporary design practice

17. Are the necessary reading materials currently available in the appropriate library? Yes ______

18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ___________________________ Date: 5/13/09

Dean, Department Chair/Division Director

Approved by: ___________________________ Date: 5/17/09

Dean, College of Arts

Date: ____________

Chancellor/Vice-President

Date: ____________

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services
Final White: Chancellor/Vice-President-Blue, School/Department-Black, University Enrollment Services-White

Reset
I. **Course Title:** Designing People-Centered Services I  
   **Course Number:** HER-V421  
   **Prerequisites:** HER-V320  
   **Instructor:** Youngbok Hong

II. **Course Description**  
*Designing People-centered Service I* is an introductory course in service design. Students will explore diverse concepts, theories and cases in service design to gain a general understanding of the area. Applying theory and methods, students will identify challenges and opportunities in existing service experiences.

III. **Rationale**  
As the service industry continues to dominate the US economy in public and private sectors, there have been increasing demands for design thinking to address the opportunities and challenges faced by the shift to a knowledge-based service-centered society. Responding to the current design context and practice, *Designing People-centered Service I* and II, as a specialized track, focus on a “totality” of service experience that considers people, products, places and procedures in a designally way. Service design aims to align and/or create meaningful service offerings and customer experiences based on a systems-aware, holistic and people-centered relationship model. These courses require designers to embrace value-driven perspectives and utilize an integrative approach that leverages design processes to connect all aspects of the offerings. Students in these courses will apply research methods to seek better understanding of human factors (issues of audiences and contexts), apply strategic design tools for generating and integrating solutions. Course pedagogies embrace both theoretical and experiential learning. Students will engage in individual and team-based approaches to problem solving.

IV. **Educational Objectives**  
This course by integrating student learning with real life applications meets the RISE challenge under the category of experiential learning.

**PUL1. Core Communication and Quantitative Skills**  
Students in the course will present ideas and concepts in written, oral and visual formats.

   Student will make effective use of information resources and technology in the process of design research.

   Students will use form to embody ideas and to communicate their value.

   Students will employ visualization skills for group communication.

**PUL2. Critical Thinking**  
Students will understand the context or circumstances of a design problem and frame
them in an insightful way.

Students will adopt appropriate tools and methods to investigate design contexts.

Students will comprehend, interpret and analyze the collected data through design process.

Students will work at a level of abstraction appropriate to the situation at hand.

Students will manage the entire design process – problem identification, define problems, generate alternatives, evaluate and create solutions.

**PUL3. Integration and Application Knowledge**

Students engaged in real life problems will apply disciplinary knowledge and skills to create design solutions.

**PUL4. Intellectual Depth, Breadth and Adaptiveness**

Students will adapt their approach to design problem based on the contexts and requirements of particular situation.

**PUL5. Understanding society and culture**

Students will experience the diversity of human experience in the process of designing.

Students will analyze and examine the complexity of human experience from multiple dimensions such as social, cultural, economic and political.

**PUL6. Value and Ethics**

Students will develop a sense of values and ethics by recognizing consequence of their professional activities in the real life contexts.

**V. Course Content**

Understanding of Creative Problem Solving Process and Methods

People-centered Design research methods and design process

Design Ethnography

Design analysis tools and techniques

Strategies for organizing the design analysis process
VI. Course Activities

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<thead>
<tr>
<th>Week One</th>
<th>Week Two</th>
<th>Week Three</th>
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<tbody>
<tr>
<td><strong>Introduction: From Goods to Experience</strong></td>
<td><strong>Lecture 01: Service Concept, Designing Product/Service Systems</strong></td>
<td><strong>Lecture 02: Service as experience:</strong></td>
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<td>- Elements of Qualitative Structure</td>
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<td>- Orchestrating Action</td>
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<tr>
<td><strong>Week Four</strong></td>
<td><strong>Presentation 1: Research statement</strong></td>
<td><strong>Define a researchable problem space in the existing service experiences</strong></td>
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<td><strong>Formulate initial research questions</strong></td>
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<td><strong>Week Five</strong></td>
<td><strong>Lecture 03: Methods and Tools for Knowing Context Elements</strong></td>
<td><strong>Lecture 04: Principles for mapping data</strong></td>
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<td><strong>Week Six</strong></td>
<td><strong>Presentation 2: Context Mapping</strong></td>
<td><strong>Lecture 05: Methods and Tools for Knowing People</strong></td>
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<td><strong>Week Seven</strong></td>
<td><strong>Lecture 06: Narrative and Diagram for mapping data</strong></td>
<td><strong>Presentation 3: Straight from the Users by Team 1</strong></td>
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<td><strong>Week Eight</strong></td>
<td><strong>Class discussion. Goal is to explore data/insights collected from users.</strong></td>
<td><strong>Week Nine</strong></td>
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<td><strong>Week Ten</strong></td>
<td><strong>Week Eleven</strong></td>
<td><strong>Presentation 4: Straight from the Users by Team 2</strong></td>
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<td><strong>Week Twelve</strong></td>
<td><strong>Discussion. Goal is to explore data/insights collected from users.</strong></td>
<td><strong>Presentation 5: User Experience mapping</strong></td>
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<td><strong>Week Thirteen</strong></td>
<td><strong>Lecture 07: Design analysis tools and techniques</strong></td>
<td><strong>Lecture 08: Design synthesis tools and techniques</strong></td>
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<td><strong>Week Fourteen</strong></td>
<td><strong>Presentation 6: Blue print- Design opportunities and challenge</strong></td>
<td><strong>Week Fifteen</strong></td>
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<td><strong>Week Sixteen</strong></td>
<td><strong>Conduct critical reflection on experience and learning</strong></td>
<td><strong>Week Seventeen</strong></td>
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VII. Required and Recommend Texts


Electronic resources available,


Tim Plowman. “Ethnography and Critical Design Practice”, in Design Research: Methods and Perspectives, Edited by Branda Laurel, MIT Press, pp 30-38


Burgess. Methods of Field Research 2: Interviews as conversations, in In the field, 1984


Gaver et al. Design: Cultural probes, 1999

Bolger et al. Diary Methods: Capturing Life as it is Lived, 2003

**VIII. Evaluation and Grading**
Grading is based on completion of the assigned project work, attendance, participation and performance in class.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100—98</td>
<td>A+</td>
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<td>97—93</td>
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<td>92—90</td>
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<td>69—68</td>
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<td>67—63</td>
<td>D</td>
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<tr>
<td>62—60</td>
<td>D-</td>
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</tbody>
</table>
Work (even when unfinished) must be displayed during critiques in order to receive a grade. Late work will be lowered one full letter grade for every class period that work is not turned in. A student will be given a project grade of “F” for any project that is never submitted.

**ATTENDANCE IS MANDATORY**

Students are required to attend class. Please be in class on time and remain for the entire period. Please turn off your pagers and mobile phones. Attendance will be taken at the beginning of each class period. Three “late” marks will equal one absence.

A total of 3 absences will be excused for any reason, except for absences on scheduled critique days or special class event days. An absence on any scheduled critique day or special class event day will only be excused if accompanied by a doctor’s note or proof of death in the immediate family.

It is your sole responsibility to discover what happened during any class you missed. If it is necessary for you to be absent from class for more than 3 days for any reason including medical condition, you should officially withdraw from the course. It will not be possible to complete a course with a passing grade if you have more than 3 absences. The Visual Communication department chair must authorize exceptions to this policy.

In the event of any absence, students are still responsible for obtaining all information & materials from the class period and completing all assignments on time. Deadlines will not be altered for any absences. It is your sole responsibility to find out about any new work assigned during your absence.

**Americans with Disabilities Act (ADA)**

Students needing special assistance or accommodation for disabilities of any sort should contact the IUPUI Adaptive Educational Services Offices at http://www.iupui.edu/~skdwrb/aes/about/ or phone 317-274-3241. They are located in Taylor Hall rm. 137. The student, instructor, and AES Office will collaborate to arrange appropriate accommodations.
IX. Bibliography


Frascara, Jorge. Design and the Social Science: Making Connections (Taylor & Francis, 2002)


NextDesign Journal: ReThinking Design
http://www.nextd.org/02/index.html


Shedroff, Nathan. Experience Design I (Waite Group, 2001)

Alexander, Christopher. A pattern of language (Oxford University Press 1977)

Krug, Steve. Don’t make me think (New Rider, 2006)

X. Cheating and Plagiarism
Cheating and plagiarism undermine the very principles upon which higher education is founded. Any violation of the academic policies of IUPUI is forbidden and will result in a failing grade for the course and a letter to the Dean requesting further investigation.

Cheating: A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, unless the instructor specifically has authorized such assistance. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. A student must not collaborate with other persons on a particular project and submit a cop of a written report that is represented explicitly or implicitly as the student’s individual work. A student must not submit substantial portions of the same academic work for credit more than once without permission of the
instructor to whom the work is being submitted. A student must not alter a grade or score in any way.

Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, historical documentation, and citations to the sources of information.

Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she: quotes another person’s actual words, either oral or written; paraphrases another person’s words, either oral or written; uses another person’s idea, opinion, or theory; or borrows facts, statistics, illustrative material, unless the information is common knowledge.

For further information on Student Misconduct, see the following section of the IUPUI Student Code of Conduct: http://life.iupui.edu/help/code.asp