Spring 2016
COMM4555: Computer Interfaces and Human Identity

Instructor: Dr. Roselyn J. Lee-Won
E-mail: Lee-Won.1@osu.edu
         ***When emailing, please be sure to include our course number
         (Comm4555) in the subject line***
Time/Location:**Wed 11:30am-12:25pm (Journalism 342)**
              Fri   11:30am-1:35pm (Journalism 342)*note the meeting time*
Office Hours: **Wed 2:00-3:00pm** or by appointment (Office: Derby 3074)

Course Description and Objectives

This course examines what role human identity plays in the ways in which people use computer interfaces (and, more broadly, emerging technological artifacts). In this course, we will focus on the following aspects of "human identity": (1) traits and attributes that make human beings unique (and distinct from non-human beings); (2) traits and attributes that characterize an individual. In the first part of the course, we will address how unique human qualities affect our interaction and relationship with technological artifacts. In the second part of the course, we will discuss how self-concept and social identity shape user experience with technological artifacts. The third part of the course will focus on personal and social identity expressions via computer interfaces and their social implications. We will conclude the course by discussing how technological artifacts are dominating our mind and behavior in daily life and by reflecting on what consequences are brought about by such trends. Students will engage themselves with these topics through lectures, academic readings, in-class discussions, film viewing, and student presentations.

By taking this course, students should be able to achieve the following:
1. Develop scholarly knowledge about the cognitive, affective, and behavioral dynamics in people's use of computer interfaces.
2. Broaden understanding of social scientific research on human-computer interaction and human-computer relationship.
3. Gain experience with collecting and making sense of qualitative data through a required course project involving small-scale interviews with technology users.
4. Become more mindful about technology use in everyday life.

Required Course Readings

All required readings will be available on Carmen.

Special Accommodations

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may needs accommodation based on the impact of a disability should contact me privately to discuss your specific needs, or contact the office for disability services at 292-3307 in Room 150 Pomerene Hall to coordinate your documented disabilities.

Course Requirements (500 pts in total)
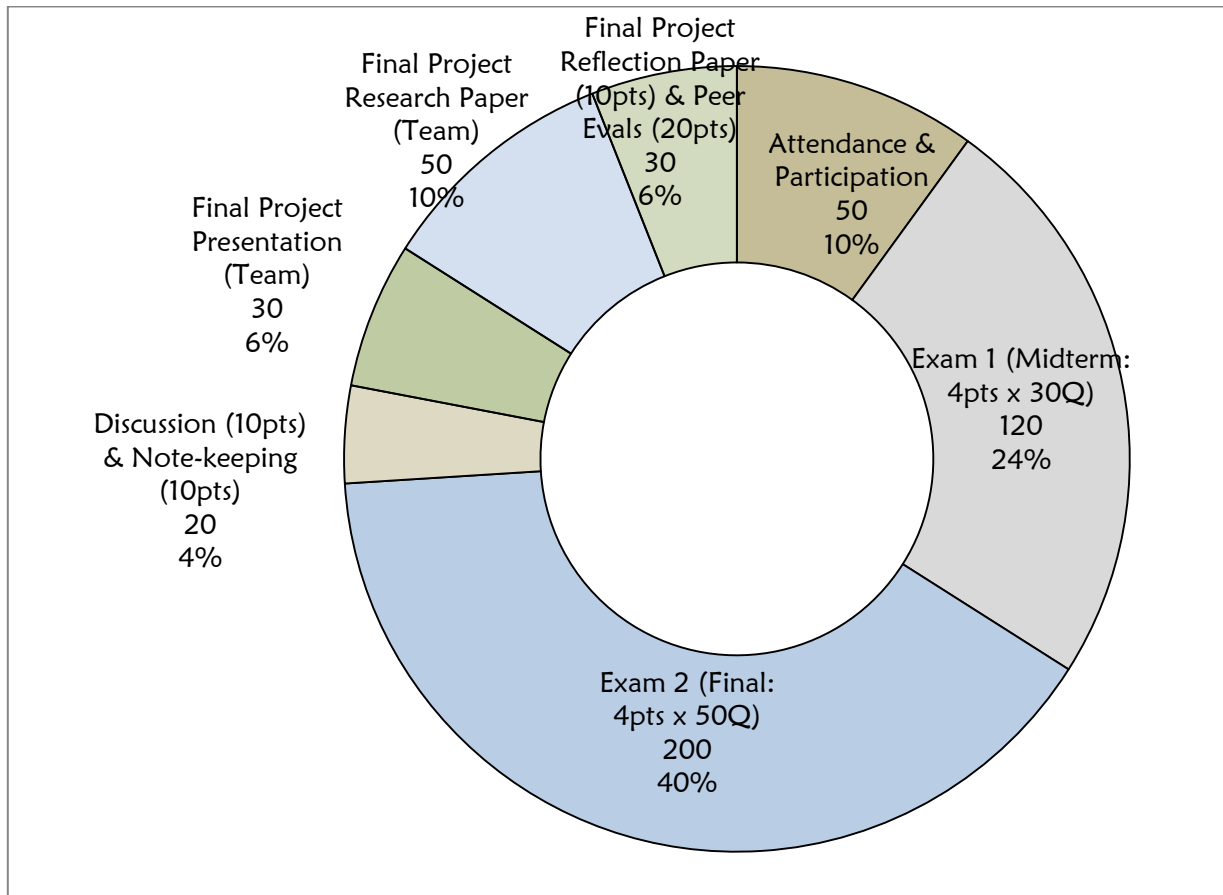
1. Attendance & participation: 50 pts

In order to perform well in this class, it is extremely important that you come to class and actively participate in class activities including lectures, discussions and presentations.

- o <u>Starting Week 2</u>, attendance will be taken at the beginning of almost every class (except for days on which we are likely to be tight on time). Students can have a **maximum of THREE penalty-free absences. No questions asked!**
- o Beyond these, students should submit formal documentation (e.g., doctor's note) to avoid penalization. **Any undocumented absence will result in a deduction of –2 points per absence.**
- o **THREE OR MORE undocumented absences beyond the three penalty-free absences will lower your final grade by half letter grade unless you present formal documentation that explains these absences.**
- o Please note that *the instructor does reserve the right to lower the participation grade of those who repeatedly cause distractions or do not pay attention to lectures/discussions/student presentations during class.*
- o *I will ask you to put laptops/mobile devices away during student-led discussions and final project presentations.*

2. Exam elements: 320 pts

There will be two exams: midterm (120 pts) and final (200 pts). Exams will contain true-false and multiple-choice questions. Exam guides and review sessions will be provided.

3. Discussion leading: 20 pts (10 pts for discussion leading; 10 pts for note-taking)
Beginning on **1/29 (FRI)**, **two to four** students will be assigned to lead discussion (individually) for the days noted in the Course Schedule Table (marked with *****).
For those who are assigned, the following activities will be required:
(1) Pick two or three key concepts or ideas you found particularly interesting about the reading/lecture delivered on the previous session (For example, if you are leading discussion on **1/29,** you will be discussing the reading covered on **1/27**)
(2) Define (or summarize) EACH concept (or idea) you have selected.
(3) Raise ONE discussion question you like to present to the class for EACH concept (or idea).
(4) Put (1) through (3) together in Power Point.
(5) Submit the file via **Carmen Dropbox NO LATER THAN 6pm on the day before your discussion leading day. Late submissions will NOT be accepted.**
(6) Name your Power Point file as: Discussion_Firstname_Lastname
          (For example: Discussion_Tom_Jones.ppt)
(7) On the discussion leading day, the instructor will ask each assigned student to lead discussion on the reading – one at a time.
(8) While the discussion leader is running the discussion, the other assigned students will be asked to keep notes of the content of the discussion (using the computer provided in the classroom or on their own device, whichever they prefer). The notes will be kept on the Carmen Discussion board for everyone.

4. Final project: 110 pts
In a team of three to four members, you will be working on a project investigating a topic concerning technological artifacts (such as smart devices/apps, video games, social media platforms, intelligent/virtual assistants, etc.) and human identity (involving human-ness, sense of self, personal/social identity, etc.) using in-person interviews.
The project will have the following requirements: Oral presentation (Power Point presentation), research paper, project reflection, and peer evaluation
Further guidelines for the project and sample materials will be provided to you during Week 4.

Grading Scale

Final Letter Grade	Percentage	Points
A	93-100%	465-500
A-	90-92%	450-464
B+	87-89%	435-449
B	83-86%	415-434
B-	80-82%	400-414
C+	77-79%	385-399
C	73-76%	365-384
C-	70-72%	350-364
D+	67-69%	335-349
D	60-66%	300-334
E	Less than 60%	299 or less

<u>**Course Policy**</u>

It is very important that course participants carefully read and comply with the following course policy.

1. **Academic integrity**
Academic misconduct will NOT be tolerated in this course. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so students should review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp.
*The sanctions for the misconduct could include **a failing grade in the course, suspension, or even dismissal from the Universit**y. If you have any questions about this policy or what constitutes academic misconduct, please contact me.*

2. **Classroom misconduct**
Classroom misconduct includes (1) forgery of class attendance, (2) obstruction or disruption of teaching, (3) physical abuse or safety threats, (4) theft, (5) property damage, (6) disruptive, rude, or obscene conduct, (7) repeated failure to attend, participate, and respond in class when required. **Such misconducts WILL RESULT IN A FAILING GRADE.**

If you choose to come to class, you should give your full attention to any person who is speaking (whether it is the professor or another student). Please do not engage in distracting behaviors.
The instructor may ask students engaging in these or other disruptive behaviors class to leave.

3. **In-class laptop/tablet use and lecture notes**
Students may bring their own laptop computers/tablet devices to class for note-taking purposes or use the laptop computers available in the classroom. *Please note that I will NOT make full lecture notes available.* This is intended to (1) minimize distractions caused by laptops/mobile devices during class and to (2) prevent unauthorized distribution and misuse of lecture materials outside the class (which may constitute academic misconduct). *It is important that students make every effort to attend class and take notes during class.* If a student, for any reason, misses class, it is his or her responsibility to obtain notes from someone else in the class; I will be happy to answer specific questions about missed content during office hours.

4. **Absence notification**
As noted in the Course Requirements section (1. Attendance and participation), *students are allowed to have THREE penalty-free absences – you are NOT required to notify me of these absences.* However, after these penalty-free absences, if you cannot come to class for observing religious holidays, traveling for athletic competitions/meets, or if you are under extenuating circumstances (e.g., a serious illness, a death in the family), please notify me as soon as possible <u>and</u> submit relevant documentation to avoid penalty.

5. **Assignments and exams**
*   Late submission of assignments will be subject to **20% score deduction** for each late day. *After the third late day, submissions will NOT be accepted.*

Course Schedule

Please note: *Specific course plans (readings/topics/assignments, etc.) and instructions may be subject to change. If changes/adjustments need to be made, I will make announcements well in advance to help you to plan things ahead.*

*: Discussion leaders will be assigned for the reading covered during the PREVIOUS CLASS SESSION. See p. 3 of this syllabus for more information.

Wk		Date	Topics & Readings	Assignments, & Logistics
1	W	01/13	*Course Introduction*	
	F	01/15	*Course Overview* Identity, Human-ness, & Technology	Get to know each other better *Siri*
2	W	01/20	*The Future of Intelligent Assistants* *"Her"*	Discussion leader assignment
	F	01/22	*The Future of Intelligent Assistants* (2) Sundar and Marathe (2010)	Discussion leader assignment
3	W	01/27	*Perception of Robots: Function* Takayama et al. (2008)	"Space survival" activity
	F*	01/29	*Perception of Robots: Forms* Groom et al. (2009)	**Final project instruction**
4	W*	02/03	*Computers as "Social" Actors: Teammates* Reeves & Nass (1996) Ch13	
	F*	02/05	*Social Categorical Perception of Computers* Gong & Chen (2010)	Project team formation
5	W*	02/10	*Social Categorical Perception of Computers* Lee, E.-J. (2008, JOC)	
	F*	02/12	*Digital Representations: Avatars and Agents* Lim & Reeves (2010)	
6	W*	02/17	*Social Identity and Virtual Spaces* Cheryan et al. (2011); Lee, J.-E. R. & Park (2011)	
	F*	02/19	Lee, J.-E. R. & Park (2011), cont'd Midterm exam review	**Confirm: Project team meeting schedule**
7	W	02/24	**Midterm Exam**	
	F	02/26	**Project Work Day**	

8	W	03/02	**Project Team Meeting with the Instructor (1)** **+Mandatory+**	
	F	03/04	**Project Team Meeting with the Instructor (2)** **+Mandatory+**	
9	W	03/09	*SNS and Self-Esteem* Gonzales & Hancock (2011)	
	F*	03/11	*Self-Presentation on SNS and Well-Being* Kim & Lee, J.-E. R. (2011)	
10			**Spring Break (3/14-3/18)** *Have a nice break!*	
11	W	03/23	*SNS, Self-Esteem, and Emotional Disclosure* Forest & Wood (2012)	Discuss strategic self-presentation
	F*	03/25	*Positivity Bias on SNS* Bazarova, Taft, Choi, and Cosley (2013)	
12	W*	03/30	*Comparison of the Self against Others on SNS* Chou & Edge (2012)	
	F*	04/01	Gender difference in SNS use Muscanell and Guadagno (2012)	
13	W*	04/06	*Identity Expression on SNS* D'Angelo & Van Der Heide (in press)	"Would I hire me?"
	F*	04/08	*Online Group Dynamics* on SNS Levy et al. (2013)	
14	W*	04/13	*Teens Leaving Facebook* Course readings: wrap-up	
	F	04/15	**Final Project Presentations (1)** Attendance & Feedback Mandatory	
15	W	04/20	**Final Project Presentations (2)** Attendance & Feedback Mandatory	
	F	04/22	**Final Exam Review**	**Project papers and peer evaluation by 11:59pm**
16			**Final exam** **Wed. 4/27 (12:00-1:45pm)**	

<u>**Note on the exam schedule:**</u>
- As administering and grading the exam in a fair manner for everyone enrolled in this course is extremely important, **I will NOT honor requests for an alternative arrangement for the exam <u>except for extenuating circumstances</u> (e.g., family emergencies, medical emergencies) <u>that can be formally documented</u> either (1) PRIOR to the exam or (2) within 24 hours of the exam schedule.**
- Please be reminded that **pre-purchased trip tickets or car-poor arrangements for going home will NOT be considered as valid excuses for an alternative arrangement.**
- *Make-up exams are NOT available unless proper documentation is presented to the instructor.* **Any foreseeable schedule conflicts or unexpected extenuating circumstances should be reported to and be discussed with me AS SOON AS POSSIBLE.**

List of Required Readings

Bazarova, N. N., Taft, J. G., Choi, Y. H., & Cosley, D. (2013). Managing impressions and relationships on Facebook: Self-presentational and relational concerns revealed through the analysis of language style. *Journal of Language and Social Psychology, 32*, 121-141. doi: 10.1177/0261927x12456384

Cheryan, S., Meltzoff, A. N., & Kim, S. (2011). Classrooms matter: The design of virtual classrooms influences gender disparities in computer science classes. *Computers & Education, 57*, 1825-1835. doi: 10.1016/j.compedu.2011.02.004

Chou, H.-T. G., & Edge, N. (2012). "They are happier and having better lives than I am": The impact of using Facebook on perceptions of others' lives. *Cyberpsychology, Behavior, and Social Networking, 15*, 117-121. doi: 10.1089/cyber.2011.0324

D'Angelo, J., & Van Der Heide, B. (in press). The formation of physician impressions in online communities: Negativity, positivity, and nonnormativity effects. *Communication Research.* doi: 10.1177/0093650213491112

Forest, A. L., & Wood, J. V. (2012). When social networking is not working: Individuals with low self-esteem recognize but do not reap the benefits of self-disclosure on Facebook. *Psychological Science, 23*, 295-302. doi: 10.1177/0956797611429709

Gong, L., & Cheng, K. G. (2010). Impact of ethnic identity and ethnic relevance of health information on Asian Americans' preferences for e-health agents. *Journal of Applied Social Psychology, 40*, 2594-2615. doi: 10.1111/j.1559-1816.2010.00672.x

Gonzales, A. L., & Hancock, J. T. (2011). Mirror, mirror on my Facebook Wall: Effects of exposure to Facebook on self-esteem. *Cyberpsychology, Behavior, and Social Networking, 14*, 79-83. doi: 10.1089/cyber.2009.0411

Groom, V., Takayama, L., Ochi, P., & Nass, C. (2009). I am my robot: the impact of robot-building and robot form on operators. In *Proceedings of the Human-Robot Interaction (HRI), 2009 4th ACM/IEEE International Conference on*: IEEE.

Kim, J., & Lee, J.-E. R. (2011). The Facebook paths to happiness: Effects of the number of Facebook friends and self-presentation on subjective well-being. *CyberPsychology, Behavior, and Social Networking, 14*, 359-364. doi: 10.1089/cyber.2010.0374

Lee, E.-J. (2008). Gender stereotyping of computers: Resource depletion or reduced attention? *Journal of Communication, 58*, 301-320. doi: 10.1111/j.1460-2466.2008.00386.x

Lee, J.-E. R., & Park, S. G. (2011). "Whose Second Life is this?" How avatar-based racial cues shape ethno-racial minorities' perception of virtual worlds. *CyberPsychology, Behavior, and Social Networking, 14*, 637-642. doi: 10.1089/cyber.2010.0501

Levy, B. R., Chung, P. H., Bedford, T., & Navrazhina, K. (2013). Facebook as a site for negative age stereotypes. *The Gerontologist* doi: 10.1093/geront/gns194

Lim, S., & Reeves, B. (2010). Computer agents versus avatars: Responses to interactive game characters controlled by a computer or other player. *International Journal of Human-Computer Studies, 68*, 57-68. doi: 10.1016/j.ijhcs.2009.09.008

Muscanell, N. L., & Guadagno, R. E. (2012). Make new friends or keep the old: Gender and personality differences in social networking use. *Computers in Human Behavior, 28*, 107-112. doi: 10.1016/j.chb.2011.08.016

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places.* NY: Cambridge University Press.

Sundar, S. S., & Marathe, S. S. (2010). Personalization versus customization: The importance of agency, privacy, and power usage. *Human Communication Research, 36*, 298-322. doi: 10.1111/j.1468-2958.2010.01377.x

Takayama, L., Ju, W., & Nass, C. (2008). Beyond dirty, dangerous and dull: what everyday people think robots should do. In *Proceedings of the Proceedings of the 3rd ACM/IEEE international conference on Human robot interaction*: ACM.