

COMM 3545 Human-Computer Interaction & User Experience (HCI & UX)

School of Communication | Autumn 2021 | Section 33789

Wed & Fri 12:45 PM - 2:05 PM | Journalism 216

In-Person & Hybrid Instruction

Instructor: Dr. Nicholas Matthews

- **Email:** Matthews.345@osu.edu (Please include COMM3545 in subject line)
- **Office:** 3062 Derby Hall (Unavailable for face-to-face meetings due to COVID risk)
- **Office hours:** Tuesdays from 2:00 PM - 4:00 PM via Carmen Zoom: [Link to meeting room](#)

Course description

This course is an introduction to human-computer interaction (HCI) and user experience (UX). The goal of this class is to help you learn how to design usable interactive technologies. To that end, we will consider what constitutes good design, we will study a variety of ways to conceptualize design problems, we will examine how users' cognitive abilities and emotions influence design, and we will learn about interfaces.

The class is designed to complement COMM3165: Evaluation & Usability Testing, which provides an introduction to research methods used in HCI and UX.

Course learning goals and outcomes

Students who successfully complete this course will be able to:

1. Explain the theoretical origins for the study of HCI/UX and their application to design
2. Apply communication concepts and theories to interactive technologies
3. Develop strategies for evaluating and designing interactive technologies
4. Provide you with the critical skills to analyze and interpret interactive technologies
5. Start developing a toolkit for understanding user experience design (UXD) and conducting UX-relevant research
6. Illustrate your understanding of these principles through practice

Mode of delivery

This course will be presented face-to-face (i.e., in-person). Due to COVID, we will reserve a hybrid style of instruction as a contingency. As a result, you must be prepared for a distance-learning (i.e., fully online) mode of instruction if necessary.

Required materials

Textbooks ([link to bookstore page for this course](#))

1. Sharp, H., Rogers, Y., and Preece, J. (2019). Interactive Design: Beyond Human-Computer Interaction. (5th edition) West Sussex: John Wiley & Sons, Ltd. (Note: I label this "**ID**" in the course schedule)
2. Lidwell, W., Holden, K., & Butler, J. (2015). The pocket universal principles of design: 150 essential tools of artists, designers, developers, engineers, inventors, and makers. Beverly, MA: Rockport Publishers.

PDFs. I will provide PDFs of additional readings in the files section of Carmen. Please see the final section of the syllabus for a full list of all PDF readings.

Grading Plan

Category	Percentage of final grade
Midterm exam	30%
Final exam	30%
Assignment: Problem-space assessment	10%
Assignment: Heuristic evaluation	10%
Assignment: Redesign	10%
Class Participation	10%

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Grading policy & scale

I use the standard OSU grading scale. I do not round/bump grades. If this course is required for you to graduate or to avoid academic probation/expulsion, I expect you to perform at your best to avoid an undesirable outcome. Be proactive. Be professional.

	B+ 87.00-89.99%	C+ 77.00-79.99%	D+ 67.00-69.99%
A 93.00-100%	B 83.00-86.99%	C 73.00-76.99%	D 60.00-66.99%
A- 90.00-92.99%	B- 80.00-82.99%	C- 70.00-72.99%	F 0-59.99%

Course Requirements

Assignments

There are three assignments for this class, each of which involves applying course concepts to existing technologies. The first two you will complete on your own; the third will be done in collaboration with a classmate. You will practice thinking through a design problem space, evaluate a piece of technology, and propose improvements to an existing technology. A more detailed summary of the requirements for each assignment can be downloaded from Carmen.

Exams

There are two exams in this course. The final is cumulative. Exams questions will be generated from the material covered in class lectures and textbook readings. You are responsible for all readings, even those we do not discuss in lecture. The exam may include multiple choice, matching, fill in the blank, problem solving, and/or short answer questions.

Participation

We will often perform graded in-class activities. If you are not present in class when there is an activity, you will not receive credit for it. However, I will excuse missed activities as long as you email me before class begins to let me know that you need to miss class. I excuse absences due to illness, emergency, and university-recognized activities (e.g., sports, religious observance, etc.). If you email me after class begins, your excuse is late. I grade excused class work in accordance with the lateness policy (e.g., and email on Friday at 12:46 PM is 1 minute late and therefore receives a -2% penalty; see lateness policy below for specific details).

Readings

Course readings are essential to full participation. Doing the readings and reflecting on what you've read is required for this class. My lectures, our discussions, and the in-class activities all take this for granted

Communication Policy

Please avoid the following:

- **Using Canvas messages/mail** . Use Buckeye email instead. Canvas messages cannot be tracked and they erase previous messages in the email chain. As a result, Canvas messages cannot be used as evidence of communication attempts.
- **Emailing outside of business hours/days** . Email messages are answered during business hours (before 5 P.M.) on business days (Monday-Friday).
- **Unprofessional messages** . Please include your course number, a salutation, and your full name along with a courteous message.
- **Emails that require immediate attention** . Messages will be answered within 24 hours of receipt on business days. Be professional and plan ahead.
- **Using non-OSU email addresses for correspondence** . Only messages from OSU accounts can be tracked. Non-OSU accounts are often identified as spam.

What to do if you have a question:

- **First source:** Course message boards. It is likely that your question has already been answered on the discussion boards. Please post to the appropriate board to ensure an accurate and swift answer.
- **Second source:** The instructor. If both the message boards and your TA cannot help you, contact me at matthews.345@osu.edu or visit my office hours (see top to syllabus)

Course-Specific Policies

Deadlines . All deadlines are in Eastern Time (ET).

English. You forfeit all possible points for an assignment if your submission is not written/spoken in English.

Late work. You may submit Assignments late. Lateness penalties increase cumulatively. Submitting work 1 second after the deadline yields a -2% point penalty. For each additional hour after the deadline, you lose an additional -2%. This means that you may submit work up to 48 hours after the due date.

Unenrollment . OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this

policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

Professionalism . You must ensure that the work you submit is correct and accessible. Submitting the wrong link, submitting to the wrong location, submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check the integrity of your work immediately following submission. If I cannot access your submission, you forfeit all points for your submission.

If your work is unprofessional, you may re-submit your work via Carmen before the deadline passes without penalty. If technical issues prevent you from re-submitting, you may email me your submission before the deadline passes. After the deadline passes, you may re-submit work that you discover is unprofessional, but I will apply the lateness penalty to the final submission.

Technology issues. According to course requirements, you must have regular internet-connected access to a working computer with some form of data redundancy (e.g., One Drive). Remember that OSU's computer labs are available should you need them. Only system-level technological interruptions documented by OSU ([see this page](#)) excuse late or missing work.

If you experience a problem with OSU systems (e.g., email, Carmen, etc) not documented by OSU, you must raise a ticket with IT ([see this page](#)). If IT confirms your issue, we will recognize IT's confirmation as a valid excuse for missing work.

Grade appeals. You may send me an email to instigate a grade appeal within 1 week after the grade has been posted. An appeal is a formal process with explicit expectations. Appeals can result in an unchanged grade, a higher grade, or a lower grade. If you wish to appeal a grade, email me that you wish to appeal and then await further instructions.

Copyright disclaimer. The lectures and materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Course leave. If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness or a friend's mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course leave. You must let the instructor know of your situation as soon as practical when you become aware of the need for leave to avoid point penalties (either the day you learn of the need or the next workday). Be proactive by letting us know asap if you think you need leave. We will not grant leave retroactively. Course leave is similar to OSU's Family and Medical Leave (FML) and has many of the same rules ([see here for more information](#)). If you qualify for leave, we will allow you to make up missed work with the following point penalties:

- -0% for work due 6 days prior to notification
- -33% for work due 7-13 days prior to notification

- -66% for work due 14-20 days prior to notification
- -100% for work due > 20 days prior to notification

Credit hour and work expectation

This class is worth 3 credit hours. According to OSU 3335-8-24 A-1, “One credit hour shall be assigned for each three hours per week of the average student’s time, including class hours, required to earn the average grade of ‘C’ in this course.” Thus, it is expected that you will spend an average of 9 hours per week for this course. We spend less than 3 hours in class; the remaining time should be devoted to reading, studying, and working on course assignments. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Course technology policies

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Baseline technical skills necessary for online courses

Basic computer and web-browsing skills

Navigating Carmen

Necessary equipment

Computer: current Mac (OS X), PC (Windows 7+), or equivalent Linux desktop/laptop with high-speed internet connection

Web cam and microphone

Necessary software

To complete this class, you will need a computer that has a webcam and microphone, and that has reliable Internet access (minimum of about 5Mbps). Most, but not all, class work can be completed using a tablet. You will also find it helpful to have access to a word processor such as Google Docs, Microsoft Word or Apple Pages. Note, OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Carmen

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. See [Carmen accessibility for more](#).

TopHat

Some in-class activities will use TopHat to provide real-time sharing of student comments, poll results, etc. The service can be accessed with a web browser via [this link](#) or an app (available for both Android and iOS).

Carmen Zoom

Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.

Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.

[Carmen Zoom](#) help guide

Turnitin

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

COVID-Specific Policies

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state, and federal recommendations/mandates.

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective, and [free](#).

Masks and social distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you must let the instructor know of your situation as soon as practical when you become aware of the need for an absence (either the day you learn of the need or the next workday).**

Recordings of class sessions

I intend to post recordings of our class sessions on Carmen. These recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways, or they be entirely missing (e.g., in the event of a problem with the recording technology).

Other related resources

COVID-19 Accommodations. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in

Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

Relevant content that could be discussed in class

Vaccination

More than [70% of Americans ages 18 and up](#) have taken at least one dose of the vaccine; in Ohio, more than 60% of adults have been vaccinated. Serious side effects of the vaccine have been [extremely rare](#), and most resolve quickly. You might feel poorly the day after your shot, though.

Masks

This is important because in the US we are [currently seeing more than 125,000 new cases each day](#); there are more than 2,300 cases/day in Ohio alone. Thanks to the vaccine, the number of new deaths remains relatively low (about 650/day in US and <10/day in Ohio). Those deaths are highly concentrated among the unvaccinated.

Questions

I am not a medical expert, obviously, but I do follow news about the pandemic closely and talk to a variety of experts regularly. If you have questions, please feel free to ask.

OSU Policies

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your

disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

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Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [this link](#) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or [visit this site](#).

COVID-19 and Illness Policies

University COVID policies

This is a placeholder for policies to be announced by OSU.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic integrity policy

Policies for this online course

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Course Schedule

Note: “**ID**” refers to the *Sharp, Rogers, and Preece (2019) Interactive Design* book. “**EBD**” refers to the *Evil by Design* PDFs in the files section of Carmen. **Individual names** such as IKEA effect and Development cycle refer to the *Lidwell et al (2015) The pocket universal principles of design* book.

Week	Dates	Topics & Readings in bullets	Activities & Deadlines
1	Wed 8/25	Introduction <ul style="list-style-type: none"> • <i>Syllabus</i> • <i>Dunning-Kruger effect</i> • <i>IKEA effect</i> 	
	Friday 8/27	What is HCI? <ul style="list-style-type: none"> • <i>ID (Ch. 1)</i> • <i>Development cycle</i> • <i>Flexibility tradeoffs</i> • <i>Iteration</i> 	Syllabus Quiz
2	Wed 9/1	Usability goals & Affordances <ul style="list-style-type: none"> • <i>Norman (Ch. 1)</i> • <i>Shneiderman (pp. 57-79)</i> • <i>Affordance</i> • <i>Constraint</i> • <i>Errors</i> • <i>Forgiveness</i> • <i>Form follows function</i> • <i>Mental model</i> • <i>Visibility</i> 	
	Friday 9/3	The Design Process <ul style="list-style-type: none"> • <i>ID (Ch. 2)</i> • <i>Confirmation</i> • <i>Consistency</i> • <i>Factor of Safety</i> • <i>Mapping</i> 	

3	Wed 9/8	Basic Design Principles <ul style="list-style-type: none"> • <i>80/20 Rule</i> • <i>Control</i> • <i>Hick's Law</i> • <i>Hierarchy</i> • <i>Iconic Representation</i> • <i>Modularity</i> • <i>Progressive Disclosure</i> • <i>Signal-to-Noise Ratio</i> 	
	Fri 9/10	Basic Design Principles <ul style="list-style-type: none"> • <i>Norman (Ch. 2)</i> 	Problem-space activity
4	Wed 9/15	Basic Design Principles <ul style="list-style-type: none"> • <i>Shneiderman (pp. 58-79)</i> 	
	Fri 9/17	Interfaces & Interaction <ul style="list-style-type: none"> • <i>ID (Ch. 3)</i> • <i>Shneiderman (pp. 224-232)</i> 	
5	Wed 9/22	Interfaces & Interaction <ul style="list-style-type: none"> • <i>Sharp (Ch. 7)</i> 	
	Fri 9/24	Users: Cognition <ul style="list-style-type: none"> • <i>EBD (pp. 69-74 & 204-210)</i> • <i>Classical Conditioning</i> • <i>Operant Conditioning</i> • <i>Performance Load</i> 	Problem-Space Assessment Due

6	Wed 9/29	Users: Cognition <ul style="list-style-type: none"> • <i>ID (Ch. 4)</i> • <i>Depth of Processing</i> • <i>Entry Point</i> • <i>Garage in, garbage out</i> • <i>Horror vacui</i> • <i>Legibility</i> • <i>Mnemonic device</i> 	
	Fri 10/1	Users: Cognition & Affect <ul style="list-style-type: none"> • <i>EBD (pp. 41-50)</i> • <i>Chunking</i> • <i>Interference effects</i> • <i>Rosetta stone</i> • <i>Serial position effects</i> • <i>Stickiness</i> • <i>Von Restorff effect</i> 	
7	Wed 10/6	Users: Affect <ul style="list-style-type: none"> • <i>ID (Ch. 6)</i> • <i>Shneiderman (pp. 406-411)</i> • <i>Aesthetic-usability effect</i> • <i>Biophilia effect</i> • <i>Contour bias</i> • <i>Mere exposure effect</i> • <i>Performance vs. preference</i> • <i>Wabi Sabi</i> 	
	Fri 10/8	REVIEW	EXAM REVIEW
8	Wed 10/13	MIDTERM EXAM	MIDTERM EXAM
	Fri 10/15	FRIDAY is Autumn Break	

9	Wed 10/20	Users: Affect & Motivation <ul style="list-style-type: none"> • <i>Shneiderman (pp. 416-420)</i> • <i>Cognitive dissonance</i> • <i>Threat detection</i> 	
	Fri 10/22	Users: Motivations & Individual Differences <ul style="list-style-type: none"> • <i>EBD (pp. 69-74 & 145-161)</i> • <i>Flow</i> • <i>Gamification</i> • <i>Supernormal stimulus</i> 	Heuristic Evaluation activity
10	Wed 10/27	Users: Social <ul style="list-style-type: none"> • <i>Sharp (Ch. 5)</i> • <i>Anthropomorphism</i> • <i>Attractiveness bias</i> • <i>Crowd intelligence</i> • <i>Expectation effects</i> • <i>Face-ism</i> • <i>Immersion</i> • <i>Uncanny valley</i> 	
	Fri 10/29	Users: Affect <ul style="list-style-type: none"> • <i>Shneiderman (pp. 416-421)</i> • <i>Khatchadourian (2015)</i> • <i>Aesthetic-Usability Effect</i> • <i>Contour Bias</i> • <i>Cognitive Dissonance</i> • <i>Threat Detection</i> 	

11	Wed 11/3	Users: Individual motivations <ul style="list-style-type: none"> • <i>Nodder (pp. 145-161)</i> • <i>Flow</i> • <i>Supernormal Stimulus</i> 	
	Fri 11/5	Users: Social <ul style="list-style-type: none"> • <i>Sharp (Ch. 5)</i> • <i>Anthropomorphism</i> • <i>Attractiveness Bias</i> • <i>Crowd Intelligence</i> • <i>Expectation Effects</i> • <i>Face-ism</i> • <i>Uncanny Valley</i> 	Heuristic Evaluation Due
12	Wed 11/10	Users: Social & Group Project Time <ul style="list-style-type: none"> • <i>Nodder (pp. 5-18)</i> • <i>Shneiderman (pp. 412-415)</i> 	Group Project Time Redesign Information Sheet
	Fri 11/12	Persuasive Design <ul style="list-style-type: none"> • <i>EBD (pp. 22-31)</i> • <i>Gamification</i> • <i>Nudge</i> • <i>Priming</i> • <i>Zeigarnik effect</i> 	

Final	Mon 12/13	Final Exam 4:00 PM – 5:45 PM	FINAL EXAM
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Course reading list

Buolamwini, J. (2016). How I'm fighting bias in algorithms. Talk for TEDxBeaconstreet. [Link to source](#)

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