

Communication 7851: Human-Computer Interaction

Fall 2021

Instructor: Dr. Jesse Fox

Office: Derby Hall 3084

Office hours: Tuesdays 1 – 3 & by appt. Link:

<https://osu.zoom.us/j/95487170952?pwd=OXE0T09kd3hFNmkxSXpGZE9vQ3RXQT09>

Email: fox.775@osu.edu If you need to email, put “Comm 7851” in the subject line.

Phone: My cell number will be shared with you in class for emergency use.

Class Information: T/R 3:55 – 5:15 PM, Derby 3116

Course Description: This course is one of two seminars offered as part of the communication technology focus area of the School of Communication graduate program. The course delves into HCI concepts and theories; experiences with technology, including technological adoption and use; affordances across digital platforms; usability and user experience (UX); and elements of interface design and their psychological, interpersonal, social, and cultural implications. HCI is inherently interdisciplinary, and this course will draw on literature from communication as well as computer science, psychology, engineering, and other related disciplines.

Course Objectives:

1. To explore HCI concepts and theories and their relevance to communication
2. To critically evaluate and synthesize interdisciplinary HCI research
3. To identify and elaborate elements of HCI design and their effects on users
4. To understand the effects of HCI design and UX on research conducted with digital technologies
5. To brainstorm and elaborate research ideas advancing our understanding of HCI
6. To develop skills that will benefit you in future careers

Required Materials:

- * All readings can be found on Carmen.
- * *The APA Style Manual* (7th ed.)
- * Face masks.
- * A technological setup that enables you to participate fully in class discussions and activities if we move online (see below).

Recommended Materials:

- * Most recommended readings can be found on Carmen.
- * Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Allyn & Bacon. (Or any later edition)
- * A device that allows you to take pictures and share them efficiently.

Life

I expect you to attend and participate in every synchronous session to the extent that you are able, but of course there is a lot going on right now. Things are a lot different in COVID world; our priorities, our daily lives, and our perspectives have changed. Some of you may be in a different country; taking care of other people; dealing with new or persistent health issues; or facing increased financial stress. Some days, just getting out of bed may seem like a struggle.

For these reasons, I ask that you are as open as you are comfortable with regarding life and health-related issues affecting you or your schoolwork. If you are too ill to participate in this course due to COVID-19 or another illness, please let me know as soon as you are able. **Do not come to in person class if you are symptomatic or have been close to someone who has tested positive for COVID, even if you are vaccinated.** If you have other issues impeding your performance in class, let's talk about it and try to find workable solutions.

If something happens to me and I am too ill to teach the course at any point, the designated backup for this course will step in. The School of Communication will notify you by email.

Technology

Setup: To participate in any online synchronous sessions, this class requires a laptop or desktop computer with a working microphone and webcam. OSU's basic tech requirements include stable, high-speed internet access, a current web browser, and up-to-date Java and Flash plugins: <https://keeplearning.osu.edu/tools> .

If possible, you should keep a backup device on hand in case you have problems. Keep in mind you can always call in to class on your phone (e.g., if your internet goes down).

Zoom Etiquette: During class, you will need to be in a location where you can fully participate on camera (you can speak, others can hear you, etc.) and you are not distracting others. During lecture components or presentations, keep your microphone on mute unless you are speaking. Keep your device or the camera on a stable surface. Please turn your camera off temporarily if you need to move around or if your background becomes distracting.

I do not care if you are in your pajamas or on your couch, or if your pet insists on staying in your lap, as long as you can stay focused.

Other Course Policies

Email Policy: I hate email. It is the bane of my existence. Most issues are better addressed talking in class, office hours, or an appointment. I am always several days behind on responding, so you'll likely get a faster answer in person anyway. Please reserve email for administrative issues and urgent issues as much as possible. Never use Carmen messaging. Ick.

Classroom Safety Protocols: You are required to wear a mask covering your nose and mouth indoors at all times. Eating in class is not permitted. If you need to temporarily remove or shift your mask for any reason (e.g., taking a sip of water), be mindful of those around you.

Unfortunately, our class is not configured to enable sufficient social distancing, but you are encouraged to spread out when possible. If you are concerned about your safety in our classroom at any time, please inform me immediately. Please note if someone is presenting as a risk to others I may ask them to move or leave class.

Unprofessional and Problematic Behavior: Disruptions and distractions (including talking during lecture; text messaging or other mobile device use; or nonclass computer activity); aggressive or threatening behavior; and negative participation (e.g., use of inappropriate language or derogatory speech, refusal to adhere to class protocols, damaging class materials) will not be tolerated. This includes failure to adhere to COVID-19 protocols including proper masking. Any student who engages in such behavior may be removed from class, banned from participating in activities, and/or receive grade penalties. Incidents will be reported to appropriate parties as needed, including the School of Communication, OSU Human Resources, Title IX, and/or OSU Police.

Phone and other nonclass device use is prohibited and considered a disruption. Any student who is observed using devices for nonclass activity or whose device rings, beeps, or audibly vibrates during class will suffer grade penalties (1% of the overall class grade for the first offense, 5% for the second offense, etc.) and may be asked to leave class. **Turn your phone off before the start of class.** If nonclass activity becomes a consistent issue, students may lose the privilege of using devices in class.

Disability 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, you must meet with me as soon as possible to discuss what accommodations may be possible for the course at that point in time. It is your responsibility to schedule an appointment or meet with me during office hours. If you do not, I will assume no accommodations are necessary. SLDS contact information:

slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Assignments

Discussion participation (20%). You are expected to make substantial and meaningful contributions to class discussions. Merely attending class does not constitute participation. **Answering every question does not mean you are offering a substantial and meaningful contribution. Being able to ask thoughtful questions, challenge assumptions, provide evidence-based arguments, and defend your perspective is essential as an academic—as is learning to listen, learning to pause and process, learning to share the floor, and learning when *not* to speak.** Throughout each class I will be tracking your performance, and this information will be used to determine your participation grade.

Knowledge assessment (20%). At five points in the semester, you will be given an in-class assessment. You will be given a designated question based on the day's readings and a designated amount of time (approximately 15 minutes) to write a response. Your lowest score will be dropped. **Dates: Yeah, no.**

Tech skills (10%). Researching technologies means you must have a grasp on how to use them. For this class, you will identify a technological skill you need to improve and propose a learning path, a timeline, and a method of assessment for these skills. Examples may include learning how to use or implement skills such as: coding/programming, website development, video editing, Photoshop, Tableau, R, or Google Analytics. Resources you may consult include the Digital Union (and their workshops), online or offline courses, tutorials, or working with a tutor to learn. Examples of free online resources include:

<https://www.codecademy.com> (Python, JavaScript, R, HTML + CSS, etc.)

<http://khanacademy.org> (JavaScript, HTML + CSS, animation, etc.)

<https://helpx.adobe.com> (Photoshop, Premier Pro, XD, etc.)

You Tube (many series, but I recommend finding recommendations)

Proposal due: **Tuesday, September 7.** Final submission due: **Friday, November 12.**

Activities (20%). We will have some in-class and/or homework-type activities during the course to help you practice various methods and skills.

The remaining 30% of your grade is up to you. Please let me know as soon as possible which option you choose.

Exxxpanded activities. Some of the activities will have an option to dig deeper or take the next step to continue practicing skills, consider the implications more deeply, or apply these skills or concepts to a new context. You will be expected to complete 3-4 of these options. For example, we will be doing some user testing in class; the expanded activity would be to write up a heuristic evaluation for a specified audience (e.g., convincing a school board or organization they should or should not adopt a technology).

Research project. Students who are very interested in this topic and looking for flexibility to pursue projects distinct from their existing research track may wish to make progress towards a

new idea. Your options: a) a literature synthesis of an HCI topic, or b) an executable research proposal. Whatever you do, these must be **your original ideas, not your advisor's or your lab's**. We will work together individually to decide what would be reasonable to submit by the end of the semester.

* All assignments will have a specified submission box on Carmen. All written assignments should be submitted as a Microsoft Word document (i.e., .doc or .docx). 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

*Please note that your final grade is final. Do not ask me to reconsider your grade when the semester is over; applying subjective standards after the fact invalidates the standards applied to the class and is unfair to every student.

Academic Integrity: I take academic dishonesty very seriously. All students are subject to the student code of conduct (see <https://trustees.osu.edu/bylaws-and-rules/code>), including the student code of academic integrity. Violations will result in severe penalties in this course (including a zero on the assignment) and all violations will be reported to the Committee on Academic Misconduct. For this course, *academic dishonesty* includes (but is not limited to):

- Dishonest conduct, such as knowingly reporting a false emergency.
- Use of someone else's ideas or expression (e.g., writing) without proper acknowledgment of the source. Proper acknowledgment (e.g., citation, quotation, footnote) should make clear both the **extent** and **nature** of the use. If you have used someone's exact words, you should use "quotation marks" as well as a (citation). If a large portion of your writing uses another person's ideas, argument structure, or narrative form then you should make clear where the "borrowing" begins and ends. Note that *paraphrasing someone*, *summarizing their arguments*, or *using their ideas* are all plagiarism if the source is not acknowledged. Plagiarism is more than just using someone else's exact words. Also, be aware that "someone else's ideas" here includes textbooks, articles, web pages, your professor's notes, your roommate's assignment from another class, and *anything else other than your own ideas and your own writing*. There is no outside source that it is acceptable to use without citing.
- Collaborating with other students on any assignment, homework, class project, etc., without the clear consent of the instructor is also academic dishonesty. If work is not assigned as a group project, you must do it entirely on your own. **Check with me if in doubt.**
- Relatedly, **not providing appropriate authorship or credit when others make substantial contributions is academic dishonesty.** It is not acceptable to turn in a paper and claim it is your original, solo-authored work if you: a) developed the study idea, hypotheses, or theoretical argument with your advisor; b) are planning a study based on your advisor's paradigm with their feedback; or c) are writing up ideas that you are

working on with co-authors. If someone else is co-authoring the intellectual work, even if they did not contribute to the writing, it is not your original, solo-authored work.

- In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. Similarly, cutting and pasting extensively from previous papers you have written may constitute self-plagiarism. In this course, given you are required to have an *original* idea, this should not be possible. **Even if you are “borrowing” your own work, everything you copy should be cited and attributed to the original source.** If you are re-using your writing, be sure to discuss this with me to ensure that you are not violating the originality rule for the course.
- Exchanging information with another individual during a test, quiz, or examination is clearly academic dishonesty, as is the use of any materials not permitted for the exam.

It is your responsibility to be aware of the rules of academic dishonesty—ignorance is not a defense, nor is “but researchers do it all the time.” As an academic, it is not just your grade, but your future on the line. **When in doubt, talk to me.**

Diversity Statement: 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 Statement: 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. If you or someone you know has been sexually harassed or assaulted, subject to domestic or dating violence, or stalked or otherwise threatened, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu. Information about confidential counseling through the Counseling and Consultation Service can be found at <http://www.ccs.osu.edu/> or (614) 292-5766.

My Expectations: Being a graduate student is not an easy job; if it were, it would be a terrible preparation for a career in academia. Graduate school is your opportunity to learn and develop as a scholar. Moreover, if you are earning a degree in Communication (not a degree in this very narrow aspect of the field that you study) it is your responsibility to have a well-rounded education in the discipline more broadly. Thus, I expect you to come to class prepared and ready to engage every day (to the extent that is reasonable and possible given ongoing COVID strain). I want you to be motivated and willing to learn, critique, and dispute the material, and to grow as a scholar.

What You Can Expect: I love teaching. I love working with graduate students. All caps. I am here to help you learn and prepare for your future as best I can. As an academic, I consider

myself forever a student: I don't know all the things, but I am willing to learn. I expect to learn something from each of you. I love when students question and confront the material; one of the best parts about teaching graduate classes is to have my thinking or perspective challenged.

I am happy to meet with you to talk about class or academia or life or, especially, food. I loathe communicating through email and things often get buried in my inbox, so please never hesitate to follow up or ask me in person if I have not attended to something.

Other resources for class can be found in the Resources module on Carmen.

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary, and indeed is likely given the COVID situation. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Tentative Course Schedule

Date	Topic	Assignments
T Aug 24	Class intro	
R Aug 26	What is HCI?	
T Aug 31	Foundations of HCI	
R Sep 2	Channels, features, and affordances	Method 1 (HW)
T Sep 7	Interactivity & HCI affordances	
R Sep 9	HCI in research, Part 1: Implications of HCI	Method 1 due
T Sep 14	HCI in research, Part 2: Advances in methods	Tech skills proposal due
R Sep 16	Ethical frameworks	Method 2 (HW)
T Sep 21	Use and adoption	
R Sep 23	Cognitive effects	
T Sep 28	Affect	
R Sep 30	Identity & the self	Method 2 due
T Oct 5	Social identities & inequities	
R Oct 7	Social: Perceptions and attributions	
T Oct 12	Social: CASA	Method 3 (HW)
R Oct 14	NO CLASS	
T Oct 19	Social: Beyond CASA	
R Oct 21	Social: human-computer relationships	Method 3 due
T Oct 26	Information seeking	
R Oct 28	Information control	
T Nov 2	Privacy & surveillance	
R Nov 4	UX design process & design methods	Method 4 (IC)
T Nov 9	UX design concepts & affect	
R Nov 11	NO CLASS	Tech skills output due by Friday
T Nov 16	UX evaluation methods	Method 5 (IC)
R Nov 18	HCI in research, Part 3: UX implications	Method 6 (IC)
T Nov 23	Persuasion	
R Nov 25	NO CLASS	
T Nov 30	Persuasion	
R Dec 2	Augmentation & reinvention	
T Dec 7	Coda	

Note: More details (including readings due for each class, preliminary discussion questions) can be found on the Carmen module for each class.