

Communication 7851: Human-Computer Interaction Spring 2020

Instructor: Jesse Fox, Ph.D.

Office hours: T 11-1 & by appt.

Office: 3084 Derby Hall

Office phone: (614) 247-2348

Email: fox.775@osu.edu Please put “Comm 7851” in the subject line to facilitate a faster reply.

Class Information: T/R 9:35-10:55, Derby 3116

Course Description: This course delves into the major theories, concepts, and guiding research in the area of interpersonal communication. Although our primary focus is within the field of communication, the course also draws on literature from psychology, sociology, family studies, and other relevant disciplines to provide a comprehensive overview of research on interpersonal communication and relationships.

Course Objectives:

1. To provide an overview of key concepts and theories in interpersonal communication
2. To strengthen analytical and critical skills in assessing theory and research
3. To understand the historical context of interpersonal communication research

Required Texts:

- * All readings can be found on Carmen.
- * *The APA Style Manual* (6th or 7th ed.)

Recommended Texts:

- *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)

Assignments

Study journal. (5%) After reading an article, you should be left with as many questions as you found answers. As a researcher, it is essential to get into the habit of collecting your ideas, even if you don't have time to develop them into actual studies just yet. Your journal doesn't have to be neat—it is for your benefit. Simply reference the article or topic at the top and sketch out approximately 1 page of your lingering questions, hypotheses, and/or future study ideas. The goal is to develop a collection of the kernels of executable studies. You don't have to do this for every topic, but you should do this for at least 10 dates/classes. Be sure that for these 10 dates, it is clear what you are deriving from the associated readings and concepts. *Midterm journal check* (at least 5 entries): **Tuesday, March 3. Journal due: Tuesday, April 14.**

Learning component. (10%) Researching technologies means you must have a grasp on how to use them. For this class, you will identify technological skills you've been wanting/needing 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, Photoshop, 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 online recommendations)

Proposal due: **Tuesday, January 21**. Final submission due: **Tuesday, April 7**.

Knowledge assessment. (25%) 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.**

Participation. (20%) You are expected to participate in class. Mere attendance is not participation. Being able to participate in meaningful academic discourse by asking questions, challenging assumptions, and defending your perspective are necessary skills as an academic. Throughout each class I will be tracking your performance, and this information will be used to determine your participation grade. **Dates: All of them.**

Part of your grade will include serving as a discussion leader one day in class. For this, you will need to post discussion questions and any other food for thoughts 48 hours in advance of class.

Research project. (40%) Your final project for the course will be either a) a literature review and conceptual or theoretical synthesis of an HCI topic, or b) an executable research proposal (introduction, literature review with hypotheses, method, limitations, and appendices with all items and stimuli) and accompanying IRB. The goal of either of these projects is to dig very deeply into a topic to broaden your knowledge base and also to yield what I hope will be a publishable paper.

Your project needs to be an original idea. I will not accept proposals that align too closely with your existing body of work. If you have written several papers on topic X, don't propose a literature review on topic X. Use this opportunity to explore something that interests you that you have not had the time or license to delve into yet.

The end product will be a **journal-ready** paper. "Journal-ready" means your paper should not only be well-written and insightful, but also professional in its presentation: clean 6th or 7th edition APA formatting and style; references and in-text citations cross-checked and appropriately formatted; and paper free of grammatical and typographical errors. Failure to follow directions and other sloppiness will result in considerable points taken off of your grade to reflect the potential consequences of unprofessional work in academia (e.g., rejected manuscripts, failed conference submissions, and a reputation among colleagues for being careless.)

All measures should be submitted as appendices. The paper should be approximately 14-16 pages without references or appendices.

- *Topic approval:* You must meet with me before **Thursday, February 20**, to get preliminary approval on your topic.
- *Initial proposal:* Your initial proposal will include 2-3 pages (plus any references). In a synthesis paper, this would outline the scope of your literature review, argue for its need, and elaborate your goals. For a research proposal, this should include basic theoretical argumentation, rationale, and preliminary hypotheses. You will submit a hard copy of your proposal in class on **Thursday, February 27**.
- *Paper progress check-in:* You are expected to make progress on your paper throughout the semester. At this point, I will request to see evidence of your literature review (draft) and reference gathering (annotations, notes). Check-in:
- *Final paper due:* You must submit a copy via Carmen AND a hard copy or you will be penalized.

Class participation and discussion questions. (20%) On three occasions, you will be responsible for submitting two discussion questions no later than midnight Friday for the subsequent week's topics. You will be graded for the relevance, thoughtfulness, and timeliness of your questions. Active and thoughtful class participation will account for the remaining part of your grade. Active doesn't mean nodding, breathing, and/or not falling asleep; it means making meaningful and relevant contributions to the discussion, asking challenging or interesting questions, knowing when to listen, and being a supportive participant *every* class.

* All written assignments must be turned **both** via hard copy at the beginning of class and via Carmen. All written assignments should be submitted as a Microsoft Word document (i.e., .doc or .docx).

*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. It is your responsibility to keep up with readings and lecture, track your performance, and make timely adjustments well before the end of the semester.

Attendance: You are expected to attend every class. For every missed class over one, there will be a 5% grade reduction. Chronic lateness may also incur a grade penalty. If you have a conflict or issue that you anticipate will affect your attendance or timeliness, please meet with me to discuss.

Academic Integrity: I take academic dishonesty very seriously. All students are subject to the student code of conduct (see http://studentaffairs.osu.edu/resource_csc.asp), including the student code of academic integrity. Violations of the code 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):

- 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. 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 your instructor if in doubt.**
- In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. It is simply not appropriate to claim that work was done for one class when in fact it was written for a different class. Similarly, cutting and pasting extensively from previous papers you have written can be viewed as self-plagiarism. This is a common problem with graduate students. **If you are “borrowing” your own work, be sure to discuss this with me to ensure that you are not self-plagiarizing.**
- 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. ***When in doubt, consult your instructor before doing anything about which you are uncertain.*** You should also read through the “Ten Suggestions for Preserving Academic Integrity” available at <http://oaa.osu.edu/coam/ten-suggestions.html>.

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone use; or nonclass computer activity), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, suffer grade penalties, and be reported to the Director/Chair of their department and/or University Police. Cell phones are considered a disruption. **Turn your cell phone and other devices off completely and put them away before the start of class.** Any student who is observed consulting or using their device inappropriately 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.

Device Policy: Laptops, tablets, phones, smartwatches, wearables, and other mobile device use is prohibited for anything other than reviewing the readings during discussions. We may use devices for the occasional in-class activity. If you require a computer for notetaking due to a

disability, please see the disability portion below and make an appointment with me to discuss arrangements.

Email Policy: Email should be used for quick administrative questions and emergency contact **only** unless otherwise discussed in advance. Email is simply not an efficient way to communicate about most of the issues that come up in class. Updates to the course schedule or readings will be announced in class; it is your responsibility to stay apprised of these changes.

Inclement Weather: Unless the University is closed, you should assume class will be held. If I do not show up 30 minutes after the start of class, consider the class canceled. If conditions prevent me from making it to campus on time I will do my best to inform everyone via Canvas.

Disability Accommodations: If you anticipate the need for accommodations to meet the requirements of this course, please contact the Office for Disability Services, Baker Hall, Room 098, or phone (614) 292-3307. Students with documented disabilities making requests must meet with me privately within the first three weeks of class to discuss reasonable accommodations.

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, Kellie Brennan, 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 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 this class to be a priority for you. I expect you to come to class fully prepared and ready to engage every single day. I expect you to be motivated and willing to learn, critique, and dispute the material, and to grow as a scholar.

Another part of graduate school is learning the meta-lesson of how to succeed in academia. I expect your performance in class to reflect the professionalism befitting of an academic. A considerable part of this is learning how to make a good impression on others who will always be evaluating you (senior academics, mentors, editors, other scholars); demonstrating that you

are a responsible, capable, and diligent scholar; listening to, respecting, and helping others; and meeting (better yet, exceeding) expectations that others have for your performance. For this course, this means keeping up with and meeting deadlines for all readings and assignments; participating in class discussion in a meaningful way *every* meeting; and submitting professional, complete, insightful, and polished work.

What You Can Expect: I love teaching. I love working with graduate students. 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. And, I expect to learn something from each of you. I love when students question and confront the material; one of the best parts of 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.

Tentative Course Schedule

<u>Date</u>	<u>Assignments</u>	<u>Topic</u>
T 1/7		Course intro
R 1/9		HCI foundations
T 1/14		What is HCI?
R 1/16		Channels & affordances
T 1/21	Learning proposal due	Theoretical approaches to HCI
R 1/23		Theoretical approaches to HCI
T 1/28		Methods
R 1/30		Predictors of use & adoption
T 2/4		Predictors of use & adoption
R 2/6		Self & identity
T 2/11		Psychological effects
R 2/13		Psychological effects
T 2/18		Affect
R 2/20	Topic confirmation deadline	Perceptions & attributions
T 2/25		Social interactions
R 2/27	Paper proposal due	Social interactions
T 3/3	Journal check in	Contexts

R 3/5		Information seeking & selection
T 3/10 R 3/12	SPRING BREAK	
T 3/17		Design principles
R 3/19		Usability
T 3/24	Paper progress check	Usability evaluation
R 3/26		Attention & multitasking
T 3/31		Prevalence, ubiquity, & problematic use
R 4/2		HCI learning component
T 4/7	Learning outcomes due	Persuasive technology
R 4/9		Persuasive technology
T 4/14	Final journal due	Expanding human capacity
R 4/16		Computers as superior humanity

Final paper due by Monday, April 27 @ 1 PM