IST 649: Human Interaction with Computers

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Phone: (315) 443-5441
E-mail: Inside Blackboard
Office Hours: Every Wednesday from 1PM-2PM in the iCafe (or by appointment)

DESCRIPTION
This is a graduate level introduction to the field of human-computer interaction, a very broad interdisciplinary field relevant to many areas of interest, e.g. computer and industrial design, software engineering, the organizational sciences and cognitive psychology. The course is intended to introduce you to the general field of HCI and will cover the discipline widely. For example, we will cover the foundational theories, principles and guidelines that inform design, as well as delve into how these theories, principles and guidelines are applied in lab settings, organizations and in the wild. The assignments and project will give students the opportunity to delve more deeply into their area(s) of interest within HCI, as well as provide students the opportunity to practice system design, evaluation and data elicitation.

Importantly, this course will be reading intensive and discourse based. In other words, plan on coming to class prepared to discuss the materials—the course instructor expects that students have read the readings beforehand and that courses will be generative in the sense that we will engage in lively discussions, analysis, questions and critiques, formulated from weekly reading materials. There are course specific requirements discussed in this document (below) that will describe these expectations in more detail.

LEARNING OUTCOMES
After taking this course, the students will be able to:

(1) To be able to analytically interpret the interplay between human beings, tasks, technologies and contexts
(2) To develop the evaluation methodology and criteria appropriate to the design space/research question at hand
(3) To apply HCI principles, methods, techniques and guidelines for human-centered technology development
(4) To conduct evaluations and usability studies (in the lab, in organizations and in the wild)
(5) To be able to critique the HCI designs of others

REQUIRED TEXTBOOK
Dov Te’eni, Jane Carey and Ping Zhang, Human-Computer Interaction: Developing Organizational Information Systems, John Wiley and Sons, Inc. ISBN: 0471677655, 978-0471677659

Other materials:
The professor will be providing several supplemental readings on a weekly basis as part of the course requirements.

COURSE CONDUCT
The course includes lectures, case studies, discussions and exercises, guest lectures, student presentations, individual projects, group projects and presentations, and a final paper for the graduate students. From time to time, individual students may be asked to present their assignments or in-class exercises in front of the students in an informal manner. Students are strongly encouraged to
DRAFT (Syllabus in Progress)

communicate frequently (in person, on-line, or off-line) with the professor and other students to discuss any matters with regard to assignments, group projects, and/or any aspect of the course.

Blackboard (BB) at SU iSchool as Part of the Course
The iSchool uses Syracuse University’s Blackboard system to facilitate distance learning and main campus courses. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities. To access Blackboard, go to the following URL: http://blackboard.syr.edu Use your Syracuse University NetID & Password to log into Blackboard. Questions regarding technical aspects of Blackboard, please submit a help ticket to the iSchool dashboard at My.iSchool Dashboard (https://my.ischool.syr.edu). Log in with your NetID, select “Submit a Helpdesk Ticket,” and select Blackboard as the request type. The iSchool Blackboard support team will assist you.

This class uses BB as a required and integral part of the course. Teaching materials (syllabus, classnotes, assignments, resources, etc.) will be made available in the BB. All assignments should be submitted to the BB. Students can check grading status and progress in the BB.

Laptop and Cell Phone Use inside Classroom
Laptops and cell phones in class are prohibited until and unless directed by the professor. Unauthorized use of laptops and cell phones will result in lost points in your attendance and participation scores. This is to ensure that you have full attention on the materials and discussions in class, and that your laptops/cell phones do not distract the professor and the fellow classmates around you. If you feel strongly that you have to use your laptop/cell phone in class and it is for purposes of learning this topic, you must talk to the professor individually about it.

Communication outside Classroom
All course related communications (emails, online discussions, queries on assignments, etc.) will occur within the BB. Important announcements will be made inside the BB. Students thus are required to check BB on a regular basis. Failure to receive such announcements cannot be used as an excuse for not being informed.

The professor welcomes emails sent to his BB email account, which is the preferred way of communication outside the classroom. In case of technological failures with BB or other related matters, emails can be sent to my direct e-mail address: bsemaan@syr.edu. Due to many other roles and tasks the professor has, please do not expect an immediate response on your email message. However, in ordinary circumstances, it is expected that the professor will respond within one business day.

To facilitate bookkeeping and being easy for others to follow, please do the following when sending a message either to the professor, or the discussion list inside the BB:

§ Compose one message for one issue (e.g. do not ask about your grade and a specific question on course materials in the same message: put them in two instead)

§ Use a meaningful subject heading for your message.

Social Media Policy
The course instructor, like many of you, is an avid social media user. He is more than happy to add you all on various social media sites like Facebook, however, he will NOT accept or approve requests until after the Semester is over and grades are in the system.

METHODS OF ASSESSMENT
Your final grade is determined by your performance on the items in the table below. Six individual
assessments (#1, 2, 3, 5, 6, 7, 8) and a team based assessment (#4) will be conducted as the course continues. A number of in-class exercises will be conducted during the course and these will go towards your participation grade. The participation grade is based on professor's subjective judgments on whether you have prepared for each class and how much of a contribution you have made to class discussions and presentations. Missing attendance would affect your contribution, so would attend classes but keep being silent.

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<thead>
<tr>
<th>Number</th>
<th>Topic</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Short Online Bio URL and webpage (2) Report (3)</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Design</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Team Project (Design or Research)</td>
<td>40</td>
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<td></td>
<td>1. Proposal</td>
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<td>2. Analysis and Design or Research Question and Research Design</td>
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<td>3. Development and Evaluations or Data Collection and Findings</td>
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<td>4. Presentation</td>
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<tr>
<td>5</td>
<td>Topical Presentations</td>
<td>10</td>
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<tr>
<td>6</td>
<td>Term Paper</td>
<td>10</td>
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<tr>
<td>7</td>
<td>Attendance and Participation</td>
<td>15</td>
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**Group Work:** Each member of a group is expected to collaborate with the teammates and contribute meaningfully to the group work. Grades for group work are based on evidence of contribution and values added by each member. Different members thus may receive different grade for the same assignment. In order to give teammates and the professor some ideas on engagement and contributions, group members are expected to use the facilities provided in BB, such as the group space or discussion board, to carry out the communications and collaborations on the group assignments. Group members will also have a chance to evaluate every member’s contribution for each group assignment.

**Attendance and participation:** Attendance in class with readings done prior to coming to class is required. Regular attendance and active participation in discussions (in class and off class in BB) will help enormously in understanding important concepts/issues and preparing for assignments. Please arrange to meet and/or work with the professor if you anticipate class absence. Missing attendance will affect your final grade. If missing a class is not avoidable, you can do a reading report to make up the missed attendance score. And you are still responsible to work with the professor or fellow students to make up the missed content or homework/project discussions.
Discussion questions: As part of the attendance and participation score, students are required to come to class prepared to discuss reading assignments. For each assigned reading, students are to generate three questions, which we will in turn use to initiate our course discussions on a weekly basis. The questions can be about the concepts presented in the readings (i.e. clarification questions), but the professor expects students to come up with more analytic/big picture questions. I expect that students will engage in, and lead discussions, without being asked. However, in the event that people are not participating, or certain individuals are not contributing to any given discussion, the course instructor reserves the right to randomly select individuals to share a question from any selected reading.

Online discussion in BB: Attendance and participation also include activities in BB. Here are some general guidelines in posting to discussion boards.

- Be respectful and considerate. The tone of your messages should be similar to the tone you would use in a classroom discussion, and should be placed in the appropriate forum.
- If you present an opinion, also present some support from the readings or from other sources you have discovered or a logical argument from commonly accepted beliefs. Part of the graduate education experience is help you learn how to present information with support and not just say “Well, I think that...”. This also applies to agreeing with someone; the statement “I agree” should be presented with some other fact or information new to the discussion. Posts should contain more than three words of original content.
- When discussing a point from a previous post, copy and paste the appropriate points into your message (you can just post the portion you need for the discussion) to provide the context for others to follow. The typical symbol for showing a quote is > before the line.
- If you start a new topic, then start a new discussion instead of staying within an existing discussion thread. Reading report: A student may write a one page or so summary for the reading assignment for the class the student is absent. The summary can be one of the following: (1) Questions. List question(s) related to the reading assignment, along with the student’s explanation why this question is important and why the student was not able to answer it based on the class material. Questions can be very important for learning: good questions show in depth thinking and are always welcome. Students should not be ashamed for asking questions. (2) Arguments or observations. A justified argument or comment on your disagreement with a particular statement or view in the reading material. Any observations that find a detailed examination or analysis using the theories or concepts learned in class are worth presenting.

Grade expectations: Grades are based on the quality of the submitted work (and evaluation of team member’s contribution in the case of team assignments), not upon how well others performed. The following are grade expectations and divisions.

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<tr>
<th>Grade</th>
<th>Expectation</th>
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<tbody>
<tr>
<td>A</td>
<td>A (93-100), A- (90-92)</td>
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<td></td>
<td>Your work is really outstanding</td>
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<tr>
<td>B</td>
<td>B+ (87-89), B (83-86), B - (80-82)</td>
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<tr>
<td></td>
<td>Your work is about what would be expected of a serious student</td>
</tr>
<tr>
<td>C</td>
<td>C+ (77-79), C (73-76), C - (70-72)</td>
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|       | Your work falls below what is
Very often in the assignments, you need to offer opinions. Simply stating your opinion does not constitute a complete response. You must support any opinion with arguments and evidence. For example, the question “compare and contrast different interaction styles” might be interpreted by a student as follows (note the associated grades A, B, C, or D):

- A: Describe commonly used interaction styles, noting where they are similar and different. Identify the important characteristics of an interaction style and systematically evaluate each of the listed styles on these dimensions. Suggest situations in which each might be most or least appropriate.
- B: Describe commonly used interaction styles, noting where they are similar and different.
- C: Describe commonly used interaction styles, one at a time.
- D: Write down anything you can think of about interaction styles in no particular order. Avoid giving conclusions, but if you do, be sure they are not supported by anything you have written.

**Late assignment policy:** Some of the assignments will be discussed in classes after the assignments are due. Most assignments will help build a base for future assignments and the team project. Thus all assignments should be turned in on time as specified. An over due assignment will get a penalty of 20% of total points for each day late.

**RE-GRADING REQUESTS (NOTE: THIS IS NOT RESUBMITTING)**

The grade for each assignment is recorded in BB when the assignment is returned to the student. If a student is in disagreement with the professor’s grading, it is the student’s responsibility to ask questions or request re-grading within five business days from the time the assignment is returned. No re-grading requests will be accepted after the five business day period.

**ACADEMIC INTEGRITY**

Syracuse University’s Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion.

For more information and the complete policy, see [http://academicintegrity.syr.edu/academic-integrity-policy/](http://academicintegrity.syr.edu/academic-integrity-policy/)

**DISABILITY-RELATED ACCOMMODATIONS**
If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), [http://disabilityservices.syr.edu](http://disabilityservices.syr.edu), located in Room 309 of 804 University Avenue, or call (315) 443-4498, TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

**RELIGIOUS OBSERVANCE POLICY**

SU religious observances policy, found at [http://supolicies.syr.edu/emp_ben/religious_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm), recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through [MySlice/StudentServices/Enrollment/MyReligiousObservances](https://myslice.syr.edu/student_services/enrollment/myreligiousobservances) from the first day of class until the end of the second week of class.