SI 388: Putting the H in HCI
University of Michigan, School of Information
Mondays 2-3pm and Wednesdays 1-3pm EST, Zoom
Fall 2020

The University of Michigan is located on the traditional territory of the Anishinaabe people. In 1817, the Ojibwe, Odawa, and Bodewademi Nations made the largest single land transfer to the University of Michigan. This was offered ceremonially as a gift through the Treaty at the Foot of the Rapids so that their children could be educated. Through these words of acknowledgment, their contemporary and ancestral ties to the land and their contributions to the University are renewed and reaffirmed.

INSTRUCTORS
Julie Hui, PhD
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School of Information
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Instructor email: SI388-Fall2020@umich.edu
Please note that SI388-Fall2020@umich.edu is the alias email for all instructors for individual concerns or needs (e.g., grading questions, accommodations). For all course communication via email, please include “SI 388” in the subject heading. We will do our best to respond in a timely fashion, but please allow up to 48 hours for us to respond. You are welcome to email individual instructors, but we encourage you to use Canvas for most questions.
STUDENT HOURS
If you would like to speak to someone on the teaching team directly, please attend these student hours:

- **Julie Hui:** Monday 3-4pm EST
  - Sign-up Queue: [https://officehours.it.umich.edu/queue/448](https://officehours.it.umich.edu/queue/448)
- **Allegra Fonda-Bonardi:** Tuesday 10:30-11:30am EST
  - Link: [https://umich.zoom.us/j/99945638097](https://umich.zoom.us/j/99945638097)
  - Note: If necessary, please wait in the Waiting Room while I attend earlier students.
- **Sylvia Simioni:** Friday 1-2pm EST
  - Link: [https://umich.zoom.us/j/92521182144](https://umich.zoom.us/j/92521182144)
  - Note: If necessary, please wait in the Waiting Room while I attend earlier students.

COMMUNICATION
The GSIs are your first point of contact for most things course-related. Email SI388-Fall2020@umich.edu to reach them. Be sure to include “SI 388” in email subject line. Emails without “SI 388” are not guaranteed a response. Most communication about the course should be directed to the GSI over email or office hours. The GSI will respond within 24 hours on weekdays. If the GSI is not able to resolve the problem you are reaching out about, or if there is something you would like to discuss with me please feel free to contact me. Email is the most effective way to reach me. Overall, you can expect that it may take me up to 2 business days to respond to your emails. Questions that require discussions longer than a short (5 minutes or less) response may be better addressed at office hours. The teaching team does not respond to emails on weekends. So, students who need a response by a certain time need to plan accordingly.

Slack channel
We have created a Slack channel for the course. You can join [here](https://umich.zoom.us/j/92521182144). This is an online discussion for you and your peers. **This is not a place to communicate with instructors.** Instructor communication should be done through the instructor email (SI388-Fall2020@umich.edu) or student hours. However, we may pop in from time to time if we have time. Instructors will have access to the channel, so please do not post anything you would not like the instructors to see.

COURSE OVERVIEW
Designing effective interactive systems requires understanding the needs and capabilities of the people who will be using them. In this course we will examine human capabilities and behavior as they relate to the design of interactive information systems. We will survey contemporary theories and findings from the social sciences (especially psychology), with special attention to how these concepts influence the way we design for human interaction.
Learning Goals:
After taking this class, students will be able to:

● Identify key features of human behavior and describe their impact on the design of interactive systems.
● Critique and design interactive systems on the basis of knowledge of human capabilities and behavior.
● Describe themes from the research literature in social science and human-computer interaction as they relate to interactive system design.

COURSE MATERIALS
All required readings are provided as PDFs on Canvas. Therefore, there are no required textbook purchases. However, there will be multiple readings from the following textbooks, which you are welcome to purchase:


These books can be purchased online. They are also available electronically from the UM Library. If you are off campus, you may need to connect through UM’s VPN.

CLASS FORMAT
Monday:
● 2-3pm EST (60 minutes): Zoom lecture discussion [Synchronous]

Wednesday:
● 1-3pm: Group work and share-out [Synchronous]

CLASS ETIQUETTE
Professionalism
Professionalism counts in the classroom the same way it does in the workplace. Professionalism entails contributing thoughtfully and appropriately to classroom discussions and group work, and treating the teaching team and your fellow students with respect. Lack of professionalism can lower your final grade.

Zoom
Turning your video on is not required. However, we highly encourage people to turn on video during group work. Please be fully clothed and in an area that minimizes background distractions if possible. Please mute your microphone if there is a lot of background noise. We understand that an ideal zoom environment may not be possible, and just ask that you do your best to create a respectful environment for your classmates.
Some Guidelines for Dialogue and Communication

We will do our best to:

1. Maintain confidentiality. We want to create an atmosphere for open, honest exchange.
2. Commit to learning from each other. We will listen to each other and not talk at each other. We acknowledge differences among us in backgrounds, skills, interests, identities and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. Not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. Trust that people are always doing the best they can. We will give each other the benefit of the doubt. We will assume we are all trying our hardest and that our intentions are good even when the impact is not.
5. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. Speak our discomfort. If something is bothering us, we will share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. Step Up, Step Back. We will be mindful of taking up much more space than others. On the same note, empower ourselves to speak up when others are dominating the conversation.
8. Not to freeze people in time. We are all works in progress. We will be willing to change and make space for others to do so. Therefore, we will not assume that one comment or one opinion made at one time captures the whole of a person's character.

*Adopted from: The Program on Intergroup Relations, University of Michigan, 2012*

ASSIGNMENTS

Assignment Types

The following assignments offer the possibility of showing your understanding of the course concepts.

**Reading Engagement** (asynchronous; 2 pts each; Total opportunities: 12; Total points: 24)
Post two comments, questions, or responses to the weekly reading assignment. There are posted on Mondays and due by Sunday 8pm EST.

**Lecture Engagement** (asynchronous; 2 pts each; Total opportunities: 10; Total points: 20)
Post two comments, questions, or responses to the weekly lecture video. There are posted on Mondays and due by Sunday 8pm EST.

**Case Study Engagement** (asynchronous; 2 pts each; Total opportunities: 10; Total points: 20)
Post two comments, questions, or responses to the weekly case study. There are posted on Mondays and due by Sunday 8pm EST.
Discussion Participation (synchronous; 1 pt each; Total opportunities: 12; Total points: 12)  
Attend the synchronous zoom discussion on Mondays 2-3pm EST.

Group Work (synchronous; 20 pts each; Total opportunities: 10; Total points: 200)  
Complete the weekly group assignment, which is done Wednesdays 1-3pm EST. The weekly group assignment will ask you to apply the concepts of the week to a design prompt.

Group Participation (synchronous; 10 pts each; Total opportunities: 10; Total points: 100)  
Be a respectful and engaged group member during the weekly group assignment.

Individual Assignments (asynchronous; 100 pts each; Total opportunities: 2; Total points: 200)  
The individual assignments will ask you to apply the concepts of the past weeks to a design prompt. This is meant to be completed alone. They are assigned once in the middle of the semester, and once at the end. Please see the Canvas assignments page to the official due dates.

Grading  
We will do our best to return grades to you in a timely fashion, but given the size of the class, please anticipate that grades for assignments will require about a two-week turn-around period. We will do our best to communicate expected dates of grade posting.

Grades will be assigned based on the score you accumulate during the class. For examples of how different situations are translated into grades, please see [here](#).

A+ : 495  
A   : 460  
A-  : 445  
B+  : 420  
B   : 400  
B-  : 390  
C+  : 365  
C   : 355  
C-  : 340  
D: Not on transcript

I reserve the right to modify either this scale or individual grades at my sole discretion, to fit my judgment of individual students’ knowledge, abilities, and professionalism or to describe more accurately the overall distribution of scores. If changes are made, I will do my best to do so in a way that makes it fairer for students, rather than putting you at a disadvantage.

It is your responsibility to be aware of your scores and academic standing. Scores will be posted as soon as is practicable.
Grade Appeals
If you believe that a score does not accurately reflect the quality of your work, you may submit a grade appeal *within five business days after that grade is posted*, by contacting me *via email*. We all make errors, and it is possible that your work should be reviewed again.

The process for a grade appeal is this:
- Send me an email containing a description (typically a paragraph or two) explaining clearly and specifically why you believe the submission should have a higher grade than the one originally given.
- If need be, I may require that you set a meeting with me or the GSIs during office hours to further discuss.

The appeals process is a complete regrade of the whole assignment. Sometimes an appeal leads to a grade revision—*this may be higher or lower*. **By entering into the appeals process, you agree to accept any revision, either up or down.** Note, for group projects, any member or members may request an appeal – in such situations, only the person(s) making the request will be affected by a grade revision (up OR down).

Missed and Late Assignments
We understand that not everyone will be able to make it to class every week and there may be reasons why an assignment needs to be turned in a bit late. Here are the policies regarding absence and lateness.

Synchronous Group Work
- You must be present in class for the entirety of the synchronous group work time to receive credit for that week's in-class assignment.
- Synchronous group assignments are a significant portion of your grade. However, there is flexibility built into the grading scheme that allows you to miss 1-2 group work sessions and still get an A in the class. Please review the example scenarios under the “Grading” section above for examples.

Submitting Work
All assignments will be submitted through Canvas. The Reading Engagement, Lecture Engagement, and Case Study Engagement assignments will bring you to an outside site (Perusall) to complete the assignment. For guidance on submitting assignments on Canvas, please see the links on the [Assignment Submissions Guide](#).
- Late [reading/lecture/case study/group work] assignments will lose 1 point for each day that they are late, up to two days.
- Late [individual assignments] will lose 5 points for each day that they are late, up to four days.
- If you need additional time to submit for extenuating technical circumstances, please email the teaching team ASAP (i.e. within 30 min before/after the deadline).
● It is the responsibility of all students to ensure that assignments are fully and properly submitted via Canvas. You should see a confirmation in Canvas verifying that an assignment was submitted successfully.

● To spell it out:
  ○ Before the deadline: No penalty
  ○ 0:16 – 24:00 hours after the deadline: 1 pt off
  ○ 24:01 – 48:00 hours after the deadline: 2 pts off
  ○ After 48:01 hours: No credit

● If an extension is required for legitimate reasons*, you must make your request to the instructor by email before the original deadline.

* "Legitimate reasons" for absence and lateness include illness, family emergencies, and significant emotional distress. The legitimacy of each specific instance is at the discretion of the instructor. "Legitimate reasons" do not include excessive course-related, extracurricular work, or vacation – you are required to plan ahead to meet your deadlines in all classes.

COLLABORATION AND PLAGIARISM
UMSI Policy

Collaboration
UMSI strongly encourages collaboration while working on some assignments, such as homework problems and interpreting reading assignments as a general practice. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your homework submission on your own, in your own words, before turning it in. If you worked with someone on the homework before writing it, you must list any and all collaborators on your written submission. Each course and each instructor may place restrictions on collaboration for any or all assignments. Read the instructions careful and request clarification about collaboration when in doubt. Collaboration is almost always forbidden for take-home and in class exams.

Plagiarism
All written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else’s completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work. You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the (Doctoral, MSI, BSI) student handbooks available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.
SI 388 Policies
You can use whatever citation style you prefer—APA 6th is a good one given the material we cover, and the UM Library has more info on how to use it. In this course, an assignment containing plagiarized material will receive a grade of zero. This applies whether the plagiarism is intentional or inadvertent. If you are unsure about whether a passage in your writing constitutes plagiarism, you are encouraged to seek help from the Sweetland Writing Center or the course instructors. Be sure to plan sufficiently ahead in your writing so that you can receive and incorporate feedback if you are uncertain about the boundaries of plagiarism.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information that you provide in as confidential a manner as possible.

Student Mental Health and Wellbeing
The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvc, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Since many students are remote during fall 2020, CAPS COVID-19 Support features SilverCloud, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions.

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth/
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Zoom Activity</th>
<th>Due (All assignments and due dates on Canvas)</th>
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<tbody>
<tr>
<td>W1: Intro to SI 388</td>
<td>Mon 8/31</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td>Wed. 9/2</td>
<td>1-3pm: Prototyping Tools Tutorial (Figma, Adobe XD)</td>
<td>N/A</td>
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Case Study Engagement: (video) Eslami et al. “I always assumed that I wasn’t really that close to [her]: Reasoning about Invisible Algorithms in News Feeds.” CHI 2015  
Lecture Engagement (video)                  |
|                                            | Wed. 9/9   | 1-1:30pm: Discussion 1:30-3pm: Group Work                                    | Group Work                                      |
Stimulus-Response Compatibility and the Simon Effect. Psytoolkit.org  
Case Study Engagement: TBD  
Lecture Engagement (video)                  |
|                                            | Wed. 9/16  | 1-3pm: Group Work                                                             | Group Work                                      |
| W4: Attention | Mon. 9/21 | 2-3pm: Discussion | **Reading Engagement:**

**Case Study Engagement:**
TBD

**Lecture Engagement**
(video)

| W5: Perception | Mon. 9/28 | 2-3pm: Discussion | **Reading Engagement:**

**Case Study Engagement:**
TBD

**Lecture Engagement**
(video)

| W6: Memory | Mon. 10/5 | 2-3pm: Discussion | **Reading Engagement:**
Johnson, J. (2014). Designing with the mind in mind: simple guide to understanding user interface design guidelines, second edition. 2nd ed. Burlington, MA: Morgan Kaufmann. Ch. 7 and Ch.9

**Case Study Engagement:**
TBD

**Lecture Engagement**
(video)

| W7: | Mon. 10/12 | Guest Speaker (TBD) | **Reading Engagement:**
TBD

| W8: Problem | Mon. 10/19 | 2-3pm: Discussion | **Reading Engagement:**
Johnson, J. (2014). Designing with the mind in
<table>
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<tr>
<th>Topic</th>
<th>Date</th>
<th>Time</th>
<th>Reading Engagement</th>
<th>Case Study Engagement</th>
<th>Lecture Engagement</th>
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<tbody>
<tr>
<td>Solving, Decision Making, Goals</td>
<td>Wed. 10/21</td>
<td>1-3pm: Group Work</td>
<td>Group Work</td>
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<tr>
<td>W9: Emotion, Motivation, Persuasion, Habit, Addiction?</td>
<td>Mon. 10/26</td>
<td>2-3pm: Discussion</td>
<td>Reading Engagement: TBD</td>
<td>Case Study Engagement: TBD</td>
<td>Lecture Engagement (video)</td>
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<tr>
<td>W10: Distributed Cognition</td>
<td>Mon. 11/2</td>
<td>2-3pm: Discussion</td>
<td>Reading Engagement: TBD</td>
<td>Case Study Engagement: TBD</td>
<td>Lecture Engagement (video)</td>
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<td>W11: Social Cognition (Subject to Change)</td>
<td>Mon. 11/9</td>
<td>2-3pm: Discussion</td>
<td>Reading Engagement: TBD</td>
<td>Case Study Engagement: TBD</td>
<td>Lecture Engagement (video)</td>
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<td>Wed. 11/11</td>
<td>1-3pm: Group Work</td>
<td>Group Work</td>
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<td>W12: Communication (Subject to Change)</td>
<td>Mon. 11/16</td>
<td>2-3pm: Discussion</td>
<td><strong>Reading Engagement:</strong> TBD</td>
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<td><strong>Case Study Engagement:</strong> TBD</td>
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<td><strong>Lecture Engagement:</strong> video</td>
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<tr>
<td>Wed. 11/18</td>
<td>1-3pm: Group Work</td>
<td>Group Work</td>
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| W13: Thanksgiving Holiday            | 11/23     | N/A               | N/A                         |
|                                       |           |                   |                             |

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<thead>
<tr>
<th>W14:</th>
<th>Mon. 11/30</th>
<th>Guest Speaker (TBD)</th>
<th><strong>Reading Engagement:</strong> TBD</th>
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<tbody>
<tr>
<td>Wed. 10/14</td>
<td>1-3pm: Individual Assignment Work Time</td>
<td>Individual Assignment 2 (Due: 12/3)</td>
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| W15: Wrap-up                         | Mon. 12/7  | 2-3pm: Wrap-up     | N/A                         |

~Welcome to SI 388! We hope you have fun as we learn together~