SI 588 Fall 2020

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) and pay 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.

Instructors and Communication Information

Faculty

Lorraine Buis, PhD
Associate Professor
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Office Hours: Mondays 3:00 - 4:00 pm, or by appointment
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Libby Hemphill, PhD
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1 All times listed in the syllabus are “Michigan time”. Michigan is in the Eastern time zone and follows Daylight Savings time. From Aug 31 - Oct 31, Michigan time is UTC/GMT-4. After Nov 1, Michigan will be UTC/GMT-5.
Graduate Student Instructors

Carl Haynes, GSI
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Sangmi Kim, GSI
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Alicia Williamson, GSI
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Office Hours: Thursday, 10:00am - 11:00 am
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Instructional Aides

[1] TBD
[2] TBD
[3] TBD

Email

Please note that si588-instructors@umich.edu is the email alias for all instructors for individual concerns or needs (e.g., grading questions, accommodations). For all course communication via email, please include “SI 588” 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.

Class Meetings and Format

SI 588 will be a completely remote class during Fall 2020. That means we will not have course meetings in person. We will have opportunities for synchronous interaction, but those are also not required. We expect students to read the assigned readings, engage the assigned materials such as video lectures, podcasts, etc., and complete the assignments that best demonstrate their understanding of the material.

THERE MAY BE CHANGES TO ASSIGNMENTS and/or READINGS and/or COURSE MATERIALS. THESE WILL BE ANNOUNCED AND YOU WILL BE RESPONSIBLE FOR PAYING ATTENTION TO CHANGES!

Most material in the course is available anytime, asynchronously. We will be offering 6 synchronous meetings where GSIs will review material and lead activities. Participation in these synchronous meetings are one way to earn credit in the course, but they are not required. The meeting schedule is:

- Monday 9am (Alicia Williamson)
- Tuesday 9am (Alicia Williamson)
- Wednesday 10am (Sangmi Kim)
- Wednesday 4pm (Carl Haynes)
- Thursday 11am (Sangmi Kim)
- Thursday 2pm (Carl Haynes)
Readings and Materials

You are responsible for the material covered in the assigned readings. Most of that material will also be covered in recording lectures and activities. The schedule shows which readings are covered each week. We have chosen readings that are available electronically through the U-M Library or here on Canvas.

COVID-19 Notes

The global pandemic makes it especially important that we all be compassionate and flexible this term. We will do our best to update you about any changes to the syllabus, schedule, or assignments. We will do our best to accommodate students who get sick or care for someone who does. We have built schedule, assignment, and delivery method flexibility into the course so that students can succeed in SI 588 while meeting their other commitments, including other coursework, carework, self-care, travel, etc.

The UM Provost has asked us to save space in our syllabus for university statements about COVID, and we’ll add them here when available.

Assignments

We follow a Gameful Pedagogy approach in 588. That means we think a grading system should give students flexibility and autonomy, and the grading goes up from 0 rather than down from 100. Different types of assignments are worth different amounts of points. In most cases, the points you earn for an assignment are based on the quality of your work on that assignment. Do poor work, earn fewer (or no) points. Do high-quality work, earn more points. You decide what you want your grade to be. Learning should be an active and engaged endeavor.2

See GradeCraft for details about the types of assignments and their points. No late assignments will be accepted. We’ve provided many ways to demonstrate what you’ve learned, and you should be able to find a different assignment to do if you can’t finish something on time.

Collaboration and Plagiarism

UMSI Policy

Unless otherwise specified in an assignment all submitted work must be your own, original work. Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School’s policy on Academic and Professional Integrity (stated in the Master’s and Doctoral Student Handbooks) will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

2 Thank you, UMSI’s Barry Fishman, for much of this text and guidance!
**Additional SI 588 Policies**

**Collaboration**

We strongly encourage collaboration while discussing and interpreting the readings. Active learning is effective. Collaboration will be especially valuable in summarizing the reading materials and picking out the key concepts. If you have clarification questions, please direct them to the instructors. See the Rackham Graduate policy on Academic and Professional Integrity for policies related to Cheating or Obtaining an Improper Advantage.

Your ideas for your Module Assignments can be discussed with other members of the class, however direct collaboration is not permitted. Your experiences, critique, and analysis must all be your own, though you may use ideas that emerged from group discussions. Any such ideas that you used should be acknowledged in your final report and credited to the individual(s) who helped you come up with them.

**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.

You may incorporate selected excerpts 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 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.

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 Rackham Graduate policy on Academic and Professional Integrity for the definition of plagiarism and associated consequences.

In this course, an assignment containing plagiarized material will receive a grade of zero (0%). 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 need an accommodation for a disability, please let your instructor 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 us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. SSD (734-763-3000; https://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. We will treat any information you provide as private and confidential.
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 or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs or for alcohol or drug concerns, see http://www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit http://umich.edu/~mhealth.

Online Learner Competencies

These are competencies researchers suggest will help you become a successful online learner:

1. Set realistic expectations for online study.
2. Maintain determination to achieve learning goals.
3. Manage the challenges of online learning.
4. Manage time effectively.
5. Comply with academic, ethical and legal standards.
6. Use technology proficiently.
7. Be an active learner.
8. Be a resourceful learner.
9. Be a reflective learner.
11. Apply learning.
12. Engage in effective online communication.
13. Engage in productive online interaction.
14. Engage in collaborative online communication to build knowledge.

You can view the full list and guidelines for how to achieve them here: Beaudoin, M., Kurtz, G., Jung, I., Suzuki, K., & Grabowski, B. L. (2013). Online learner competencies: Knowledge, skills, and attitudes for successful learning in online settings. IAP.