INFO H563
Psychology of Human–Computer Interaction

Department of Human-Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Fall 2015

Section No.: 24924  Credit Hours: 3
Time: Wed 6:00 PM
Location: IT 265
First Class: August 26, 2015
Website: https://iu.instructure.com/courses/1488688

Instructor: Karl F. MacDorman, Ph.D. in Computer Science (Cambridge), Associate Professor
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Section No.: 24925  Credit Hours: 3
Time: Quizzes due Thursdays, lectures available prior Sunday
Location: Web
First Class: August 26, 2015
Website: https://iu.instructure.com/courses/1488688

Instructor: Bob Green, MS in HCI (Indiana University), Adjunct Instructor
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Prerequisites: None (Not an extension of any undergraduate or graduate course)

COURSE DESCRIPTION

The course covers the psychological and behavioral science of human-computer interaction, including cognition, attention, memory, problem solving, mental models, perception, and action. Emphasis is placed on developing an understanding of the interaction between human and electromechanical systems and how these processes impact the design and testing of interactive technologies.
Learning Outcomes:

The learning objectives of this course include the following:

1. To familiarize students with some of the basic human and machine-related factors, which influence the design and development of interactive computing systems.
2. To familiarize students with current theory and research on the psychological factors to be considered in designing interactive computing systems.
3. To explore the interrelationships between psychological processes and the characteristics of computing systems being designed for human use and, in so doing, to develop an appreciation for the ways in which theory and research can guide design and in which design experience can contribute to the development of theory and research.
4. To explain terms and concepts related to the following range of Psychology of HCI topics:
   A. Experimental methods
   B. Theoretical underpinnings in cognitive psychology
      • Human information processing
      • Distributed cognition
   C. Motivation and games
   D. Emotional design
   E. Cultural and psychological aspects of HCI
   F. Human-robot interaction
   G. Ethics
   H. Product evaluation and testing methods
   I. Qualitative and quantitative methods of assessing an interaction under varying conditions
5. To understand the relation between formal and experiential properties.
6. To evaluate interactive products by applying the above principles and models.

Core Competencies:

The core competencies of this course include the following:

1. The ability to apply a wide range of empirical methods to the design and analysis of user interfaces, interactions, workflows, and experience.
2. The ability to determine the probability of error of systems by computational and Monte Carlo methods.
3. The ability to analyze the advantages and disadvantages of user interfaces and workflows in terms of human information processing, including attention, mental workload, memory, and problem solving and how cognitive processing is distributed between the user and the artifact or among users.
4. The ability to simulate human expert performance to analyze and compare user interfaces and enhance efficiency.
5. The ability to develop instruments to measure user efficiency, effectiveness, and satisfaction.
6. The ability to design games, applications, and gamified applications that tap human motivation.
7. The ability to design emotionally appealing products targeted for particular demographics.
8. The ability to analyze user interfaces from an ethical standpoint.

Software used:
_uLogLite_ (or _LogSqare_ or equivalent); _CogTool_; _Bluestacks_, _iPhone_, _Android_ (or equivalent); etc.

**REQUIRED COURSE TEXTS**

Course materials are available from links on the schedule of weekly readings, which appears at the end of this document. A password is required to access the papers, which is available from the instructor. However, many papers are also freely accessible on the Internet.

**Title:** Designing Pleasurable Products  
**Author:** Jordan, P. W.  
**Copyright:** 2000  
**Publisher:** London: Taylor & Francis

**Title:** Human factors: In simple and complex systems (2nd ed.)  
**Author:** Proctor, R. W. & Van Zandt, T.  
**Copyright:** 2008 (1994 for 1st ed.)  
**Publisher:** Boston: Allyn and Bacon

**Papers:** Various papers will be read throughout the course. These papers will be available via links at the end of the syllabus.

**COURSE TEXT, READING, and CLASS DISCUSSIONS**

**Assessing Your Understanding of the Readings:**

We will cover about two chapters per week from the course texts and one supplemental journal article in human-computer interaction. Each student should not only read the assigned material but also arrive at a competent understanding of it. Four measures will be used to assess learning competency from the weekly readings:

1. Weekly in-class reading questions (i.e., quizzes) will be given to assess learning and comprehension, as well as to determine whether students are doing the reading.
2. Based on the weekly readings, students will be asked to complete short “minute essays”; the list of the possible questions that may be asked is presented within each weekly breakdown at the end of the syllabus.
3. A project and presentation involving an HCI method will be assigned in which students will summarize and integrate theories from the semester-long reading assignments. Students will demonstrate an application of their assigned method within their presentation.
4. Weekly discussions, directed by specific questions, will be organized through Canvas. Students are required to participate each week. The discussion is intended to challenge student comprehension, while adding practical applications to the theoretical content.

**Quizzes**

Quizzes and Minute Essays will be available on Canvas one week prior to their assigned
lesson under ‘Quizzes’ and must be completed by 11:00 AM Thursday. Students will have one minute per question, and will be notified of errors after submission of the quiz. Quizzes will remain open for review one week after their assigned lesson. After this time, the quizzes will be closed, and late submissions will not be possible. Quizzes will be closed the following Wednesday at 6:00 pm.

Participation
The forum section of Canvas will be used to allow you to interact with your fellow students and the instructor. You are expected to contribute to the discussion on a weekly basis.

COURSE GRADE BREAKDOWN

1. Implementation and presentation of HCI method 20%
2. Practical exercises 20%
   - uLogLite/LogSquare assignment 10%
   - CogTool assignment 10%
3. Other assignments 25%
4. Quizzes on weekly readings 25%
5. Minute Essays 5%
6. Participation 5%

Grading Scale:

A+ 97 – 100 Outstanding achievement, given at the instructor’s discretion
A  93 – 100 Excellent achievement
A– 90 – 92.99 Very good work
B+ 87 – 89.99 Good work
B  83 – 86.99 Marginal work
B– 80 – 82.99 Very marginal work
C+ 77 – 79.99 Unacceptable work (Elective or core course must be repeated)
C  73 – 76.99 Unacceptable work (Elective or core course must be repeated)
C– 70 – 72.99 Unacceptable work (Elective or core course must be repeated)
D+ 67 – 69.99 Unacceptable work (Elective or core course must be repeated)
D  63 – 66.99 Unacceptable work (Elective or core course must be repeated)
D– 60 – 62.99 Unacceptable work (Elective or core course must be repeated)
F  Below 60 Unacceptable work (Elective or core course must be repeated)
Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

- Knowledge and skills mastery (KS)
- Critical thinking and good judgment (CT)
- Effective communication (EC)
- Ethical behavior (EB)

COURSE SCHEDULE

LESSON 1

**HCI Methods: Research methods in human factors; Reliability and human error in systems**

Readings due

  - Chapter 2. Research methods in human factors
  - Chapter 3. Reliability and human error in systems

Items due

- Quiz on the readings [KS, CT]
  - Be able to calculate reliability for a figure similar to Figure 3.5.
- Possible minute essay questions [KS, CT, EC]
  - Explain the difference between behavioral variables, stimulus variables, subject variables, independent variables, dependent variables, and extraneous variables.
  - Describe measurement scales (nominal, ordinal, interval, and ratio), and give an example of each.
  - Molecular vs. molar categories.
  - Between–subject vs. within–subject designs.
  - Standard deviations and z-scores.
  - Type I and type II errors.
  - Explain what a system is (based on the “Implications of the System Concept” section).
  - What is the difference between a lapse, a mistake, and a slip?

LESSON 2

**Cognitive Psychology: Human information processing (HIP); Attention and the assessment of mental workload**

Readings due

Items due

- Syllabus quiz [KS, EB]
- Quiz on the readings [KS]

Possible minute essay questions [KS, CT, EC]

- Explain the three-stage model.
- Explain prothetic vs. metathetic continua, and give an example of each.
- Explain Executive-Process Interactive Control (EPIC) theory, and give an example.
- Explain the Stroop Effect.

LESSON 3

**Cognitive Psychology: Retention and comprehension of information; Solving problems and making decisions**

Readings due

  - Chapter 10. Retention and Comprehension of Information
  - Chapter 11. Solving Problems and Making Decisions

Items due

- **Proctor and Van Zandt assignment** [KS, CT]
- Quiz on the readings [KS]
  - Be able to determine the validity of a conditional syllogism.
  - Understand Cowan’s model of short-term memory.

Possible minute essay questions [KS, CT, EC]

- Explain episodic and semantic memory.
- Explain the path information travels to be permanently stored in long-term memory.
- Describe the Production System Framework.
- Explain “reasoning by analogy” and give an example of it.
- Explain “anchoring.”
- Explain the two types of logical fallacies. Why are they considered fallacies?
- What are the differences between induction and deduction?
- Explain the three phenomena of prospect theory.
- What is the gambler’s fallacy?
- Given Wason (1969)’s experiment, explain why only the ‘E’ and ‘7’ cards should be turned over.

LESSON 4

**HCI Methods: GOMS and CogTool**

Readings due


**Items due**

- **uLogLite/LogSquare assignment** [KS, CT]
- Quiz on the readings [KS]
  - You will need to know the difference between reliability and validity.

**Possible minute essay questions** [KS, CT, EC]

- Describe each of the GOMS components.
- Explain the Keystroke-Level Model (KLM-GOMS).
- Explain Card, Moran, and Newell GOMS (CMN-GOMS).
- Explain Natural GOMS Language (NGOMSL).
- Explain Cognitive-Perceptual-Motor GOMS (CPM-GOMS).

**LESSON 5**

**HCI Methods: Evaluating efficiency, effectiveness, and satisfaction**

**Readings due**


**Items due**

1. **CogTool assignment** [KS, CT]
2. Quiz on the readings [KS]

**Possible minute essay questions** [KS, CT, EC]

- Explain the NEM and its importance.
- Why is it important to also consider novice and expert completion times independently of their computed NEM ratio?
- Explain the differences between subjective evaluation and objective evaluation, using mental workload as a practical example.
- What are the deficiencies in the NEM?
- Under what circumstances is Hedges’s $\hat{g}$ a better measure than Cohen’s $d$ and why?

**LESSON 6**

**Distributed Cognition: Distributed cognition and communication**

**Readings due**


**Items due**

- Quiz on the readings [KS]
Possible minute essay questions [KS, CT, EC]

- Explain “the propagation of representational state across media.”
- Explain how the representations and processes outside of the pilot flying the plane are analogous to elements of cognitive memory.
- Explain how rotation is used as an epistemic action.

LESSON 7

_HCI Methods: Methods used in the product-creation process_

_Motivation: Operant conditioning_

Readings due

  - Chapter 4. Methods

Items due

- **Proctor and Van Zandt, Kirsh and Maglio, and Hutchins assignment** [CT, EC]
- Quiz on the readings [KS]

Possible minute essay questions [KS, CT, EC]

- Explain the pros and cons of private camera conversations.
- Explain the pros and cons of co-discovery.
- Explain the pros and cons of focus groups.
- Explain the pros and cons of the think-aloud protocol.
- Explain the pros and cons of experience diaries.
- Explain the pros and cons of reaction checklists.
- Explain the pros and cons of field observations.
- Explain the pros and cons of questionnaires.
- Explain the pros and cons of interviews.
- Explain the pros and cons of immersion.
- Explain the pros and cons of laddering.
- Explain the pros and cons of participative creation.
- Explain the pros and cons of controlled observation.
- Explain the pros and cons of expert appraisal.
- Explain the pros and cons of property checklists.
- Identify limitations in the experiments discussed and the analysis of human behavior reported in Skinner’s article.
- Explain fixed-ratio and variable-ratio reinforcement.
- Explain the major findings of the avoidance experiments.
- Explain the major findings of the motivation experiments.
- Explain the effects of drugs on human behavior.

LESSON 8
Motivation: Self-determination theory

Readings due
  - Chapter 4: Autonomy
  - Chapter 5: Mastery
  - Chapter 6: Purpose

Items due
- Quiz on the readings [KS, EB]

Possible minute essay questions [KS, CT, EC, EB]
- How does SDT approaches human motivation and personal well being?
- Is motivation a singular construct? Why is it valued in real world?
- Comment on the major differences between intrinsic and extrinsic motivation.
- Discuss some plausible causes for alienation and inauthenticity using the SDT theory.
- If autonomy is one of the key drives of human motivation, how is today’s management changing people from players to pawns?
- Discuss how autonomy over the four Ts can facilitate Type I behavior.
- If control is opposite to autonomy, and autonomy facilitates motivation, then how can mastery also motivate us?
- Explain autotelic experience and flow with examples.
- Why does flow not guarantee mastery? Discuss the major differences.
- Discuss the three laws of mastery with examples.
- How is purpose reified in the realms of organizational life?
- Discuss profit goals and purpose goals. Which kind of goals made the graduates happier than when they were students?
- What are the advantages and disadvantages of Q-learning.

Lesson 9

Motivation: Game design

Readings due
  - Chapter 2: The structure of games
  - Chapter 3: Working with formal elements

Items due
- Quiz on the readings [KS]

Possible minute essay questions [KS, CT, EC]
- Why are rules important for game design? Can you think of a theoretical lens from your readings to support your answer?
• The readings talk about Objectives, Procedures, Resources, Conflict, Boundaries and Outcome in two games. Try discussing them in the light of the three drives of motivation: autonomy, mastery and purpose.
• Why would a puzzle motivate a player?
• How does persuasive games persuade users? Can you link the strategies, as discussed by Bogost, to Pink’s theory of Drive?
• Choose any of the objectives from the reading and discuss how you can instill autonomy, mastery and purpose while designing a game around it.
• Why do you think resources are important? Discuss in terms of the any pertinent theory from previous readings.
• Which theory of drive can you relate to conflict? Why will it motivate players to play a game?
• Which theory of drive can you relate to boundaries? Why will it motivate players to play a game?

LESSON 10

Motivation: Game design

Readings due
  o Chapter 4: Working with dramatic elements

Items due
• Game critique & redesign assignment [KS, CT]
• Quiz on the readings [KS]

Possible minute essay questions [KS, CT, EC]
• How are the lenses of surprise and lenses of curiosity similar and dissimilar?
• Discuss the lens of flow.
• How would you use the lens of skill to incorporate and balance mastery and autonomy?
• Do you think that the lens of meaningful choice is an application of the theory of purpose towards human motivation? Why or why not?
• From the readings, list at least five lenses for each of the three drives of motivation: autonomy, mastery, and purpose.
• Which theory of drive can you relate to challenge? Why would it motivate players to play a game?
• How does flow acts as a trade-off between challenge and ability? Which theory of drive does it relate to?
• How can you relate the dramatic element of play to Pink’s theory of purpose?

LESSON 11

Emotional Design: The four pleasures
Readings due
  - Chapter 2. The four pleasures

Items due
- Quiz [KS]

Possible minute essay questions [KS, CT, EC]
- Describe the four pleasures, and give an example of each.
- Describe the differences between “need pleasures” and “pleasures of appreciation,” and give an example of each.
- Explain the importance of the office metaphors used in the Macintosh interface.
- Explain cognitive dissonance, and give an example.
- Explain Zeitgeist, using the “jet age aesthetic” of the 1950s as a practical example.
- Explain each of Geert Hofstede’s dimensions by which a culture is defined.
- What are metanarratives? Give an example.

LESSON 12

*Emotional Design: Creating pleasurable products*

Readings due
  - Chapter 3. Creating pleasurable products

Items due
- **Methods presentation** [KS, CT, EC]
- Quiz on the readings [KS]
  - You should be familiar with the “messages” being conveyed through pictograms.

Possible minute essay questions [KS, CT, EC]
- Examine a product with which you are familiar in light of each of the four pleasures.
- Give three examples of three formal properties and three examples of experiential properties, and explain why each example is either a formal property or an experiential property.

LESSON 13

*HCI Methods: Implicit Association Test (IAT)*

Readings due

Items due
- Quiz [KS]
The original IAT excluded the training block results from analysis. Was this a mistake or the right thing to do? Why?

Possible minute essay questions [KS, CT, EC]

- Explain the design of the implicit association test, using an example to qualify your explanation.
- What are self-presentational factors? How are they addressed with the Implicit Association Test?

LESSON 14

*The Ethics of Human-Computer Interaction: Human values, ethics, and design; Human agency*

Readings due


Items due

- Ethics assignment
- Quiz on the readings

Possible minute essay questions

- How are consequentialist, deontological, and virtue-based ethics similar? How are they different?
- Explain the naturalistic fallacy.
- What are the advantages and disadvantages of using APACHE in an open-loop system?

LESSON 15

*The Psychology of Human-Robot Interaction: Android science and the uncanny valley; Authenticity*

Readings due


Items due

- Quiz on the readings

Possible minute essay questions

- How does pathogen avoidance help explain the uncanny valley?
- Explain how Tamagotchi’s killer app “killed the competition.”
- How can relational artifacts elicit narcissistic experiences?

EXPECTATIONS, GUIDELINES, AND POLICIES
Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:
You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through OnCourse. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

MISSION STATEMENT
The Mission of IUPUI is to provide for its constituents excellence in
- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.
With each of these core activities characterized by
- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.
IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES
IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

CODE OF CONDUCT
All students should aspire to the highest standards of academic integrity. Using another
student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct:

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the
work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. **Violation of Course Rules:** A student must not violate rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**OTHER POLICIES**

1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all
campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

4. **Bringing children to class**: To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **Course Evaluation Policy**: Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

6. **Communication**: The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

7. **Email**: Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Disabilities Policy**: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

9. **Administrative Withdrawal**: A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a
student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

10. Emergency Preparedness: Safety on campus is everyone’s responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. http://protect.iu.edu/emergency

11. Student Advocate: The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

12. Counseling and Psychological Services (CAPS): Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information visit http://life.iupui.edu/caps/.