H541
Human-Computer Interaction I
(also listed as Interaction Design Practice and cross-listed with N503)

Department of Human-Centered Computing
Indiana University School of Informatics and Computing - Indianapolis
Fall 2015
Syllabus Version 1

Section No.: 27320  Credit Hours: 3
Time: Thursdays 6:00–8:40 pm
Location: IT 160, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: August 27, 2015
Last class: December 10, 2015
CANVAS: https://iu.instructure.com/courses/1488648

Instructor: Lynn Dombrowski
Assistant Professor, Human-Centered Computing Department
IT 583, Informatics & Communications Technology Complex (my office)
535 West Michigan Street, Indianapolis, IN 46202
(317) 278-7673 (Office)
lsdombro@iupui.edu (or through CANVAS/Messages)
https://soic.iupui.edu/people/lynn-dombrowski/

Office Hours: By Appointment (Office, Skype, etc.)

TA: Julie Elbin, juelbin@indiana.edu
MS Candidate, Informatics - Human-Computer Interaction
Office Hours: Monday from 5:15 to 6:45 in the UITS Lab and by appointment

TA: Lindsay Kurbursky, lkurburs@iupui.edu
MS Candidate, Informatics - Human-Computer Interaction
Office Hours: TBD

TA: Deb Strzeszkowski, dstrzesz@iupui.edu
MS Candidate, Informatics - Human-Computer Interaction
Office Hours: TBD

Course Prerequisites: None

SUMMARY COURSE DESCRIPTION
This course covers basic principles of human computer interaction (HCI). This course will expose you to practical user experience (UX) design techniques and formative and evaluative UX research methods and to basic principles, methods, open questions, and challenges within HCI.
EXTENDED COURSE DESCRIPTION

The study of human-computer interaction (HCI) examines the interaction between humans and computing technology. This course covers HCI theory and application from an integrated-approach of knowledge domains, i.e., the cognitive, behavioral, and social aspects of users and user context, relevant to the formative user research, design, and evaluation of interactive systems.

HCI describes the way a user accomplishes tasks with an interactive system, i.e., what the user does and how the computer responds, relative to their own respective behaviors, and what is the emerging user experience. The study of HCI has become increasingly important as the amount of application software for desktop and mobile devices continues to rise in use in the home and workplace. It is now generally recognized that the nature and quality of user experience is considered integral to the design and development of all interactive systems and devices. The user interface, intended in broad sense as the key design component of HCI, functions at the intersection of people, social contexts and computing systems. Growing emphasis is placed on the design and usability of the user interface as a critical point of interaction that allows the user to acquire and manipulate information.

Pedagogically, the course integrates HCI knowledge and principles with the practical applications to and critical reflection on the ideation, design, prototyping and evaluation of novel interactive systems. As the gateway course to the HCI graduate program, the class provides a comprehensive overview of key historical and theoretical perspectives in the field, major components of the HCI design lifecycle and associated research and design issues, and a fast-paced project-based work that iteratively applied the knowledge studied.

**Required Text(s):**

**Title:** Interaction Design: Beyond Human-Computer Interaction  
**Author:** Rogers, Sharp and Preece  
**Edition** 4th  
**Publisher:** John Wiley and Sons  
**Book site:** [http://www.id-book.com](http://www.id-book.com)  
**ISBN:** 1119020751  
Available on Amazon.com: [direct link](http://www.amazon.com).

**Note:** You may purchase an older version. The differences between the 3rd and 4th edition are negligible with the exception of a few chapters being reordered. You are responsible for reading the right chapters, regardless of the edition.

**Recommend Supplemental Text(s):**

- **Thoughts on Interaction Design** by Jon Kolko  
- **The Design of Everyday Things** by Don Norman  
- **Sketching User Experiences** by Bill Buxton
Course Outcomes:

The learning objectives of this course will include the following:

1. Obtaining knowledge about HCI, students will explain, recognize, and apply with considerable depth:
   a. Basic HCI theory, terms, principles, and conceptual models
   b. User Experience (UX), User-centered design theory and practices related to interaction design
   c. Product design and development processes and life-cycle
   d. Needs, requirements, and formative user research in interaction design
   e. Interface design principles and processes
   f. Prototype design basics: theory and practice
   g. Product usability evaluations and testing methods

2. Applying HCI theory to product development, students will:
   a. Apply HCI principles and a user-centered approach to interaction design
   b. Analyze user needs and requirements
   c. Design and develop prototypes based on user assessments (needs and requirements), while applying HCI principles and models.
   d. Apply evaluation and usability testing methods to interactive products to validate design decisions

Core Competencies:

1. Awareness of the implications and applications of the various knowledge domains to the design of interactive systems
2. Mastering the lifecycle of an interactive application from a user experience perspective
3. Ideate, sketch, elaborate, validate and communicate user experiences and interface designs

General Guidelines to Thrive in this Course:

1. Rigor: This course will move along at a quick pace, being organized around a collection of weekly readings and design exercises related to HCI theory and application. Though this course is an introduction to the HCI for graduates, it attempts to become as specific as possible about the major models and concepts of interaction design.
2. Accountability: Assignments and projects are not merely for learning but also a test of your character whereby diligence and accountability are required.
3. Cooperation and Communication: Good cooperation with the instructor is vital for maintaining a high degree of productivity and harmony in weekly assignments and during class time. Oral and written communication is an important part of this course.
4. Creativity: This course demands not only a weekly response to assignments, but also some degree of creativity in product design and concept development. This is actually one of the more exciting and dynamic aspects of the course, where students have a chance to develop products where they can apply much of the theory gained during the weekly assignments.

Required technical/software skills:

ALL students must be proficient in using (or willing to learn autonomously) any basic user interface editing software (e.g. Dreamweaver, Fireworks, Flash, Flex, InDesign, Balsamiq, basic HTML editing, or any other user interface prototyping tool). See list of tools provided at the end of the syllabus for additional resources to use in the project. These basic skills will not be taught in the course, but are important to carry out high-quality projects.
EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:
Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period (including lecture and project meetings). Attendance shall be taken in every class. **Attendance shall be noted by filling out a notecard with your name, date, and any questions or comments you have during class.** Filling out another notecard for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism. Absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition affects on your coursework.

Missing class reduces your grade through the following grade reduction policy: **You are allowed two excused or unexcused absences.** Regardless of the reason, a third absence results in a 15-point reduction in your final grade. Every further day of absence will reduce your final grade of 15 points.

Incomplete:
Incompletes will NOT be issued except under very extreme personal conditions that have been reviewed by the instructor and in consultation with the Dean. The instructor may assign an Incomplete (I) grade at his discretion and only if at least 75% of the required coursework has been completed at passing quality. All unfinished work must be completed by the date set by the instructor, or it becomes an F.

Deliverables:
All weekly due assignments are the students’ responsibility. If class is missed, the student is still responsible for the assignment, as well as to find out what was covered in class, e.g., any new assignments or variations to an existing assignment. ALL assignment deadlines are outlined in the syllabus or syllabus supplemental documents provided on CANVAS. In the end, each student is responsible to submit the due assignment by the deadline. Also, weekly assignment deadlines should be adhered to, to insure fairness to all students. For the purpose of maintaining an equal and fair evaluation of each student’s work, no student will receive special treatment. As a result, the following rules will apply to this course:

- All assignments must be submitted through CANVAS at the designated time as stated on the project description document, or as communicated via email.
- **Assignments will not be accepted late.** Partial credit will be given for assignments that are turned in on time, but incomplete; so turn in whatever you have by the deadline.

Grading Structure:

1. **Sketching Journals (individual)** 15%
2. **Class Participation (individual)** 10%
3. **Midterm Team Presentation** 12.5%
   - Midterm Project Presentation (individual contribution) (10%)
   - Midterm Project Presentation (group) (2.5%)
4. **Final Team Presentation** 12.5%
   - Final Project Presentation (individual contribution) (10%)
Final Project Presentation (group)  

5. **Team Midterm Project Report**  
   Team Midterm Project Report  
   Team Final Dissemination Site  

6. **Team Final Project Report**  

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<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<td>A+</td>
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<td>93 - 96.99</td>
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<td>90 - 92.99</td>
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<td>B-</td>
<td>80 - 82.99</td>
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<td>C+</td>
<td>77 - 79.99</td>
<td>unacceptable work</td>
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<tr>
<td>C</td>
<td>73 - 76.99</td>
<td>unacceptable work</td>
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**DESCRIPTION OF GRADE COMPONENTS AND EXPECTATIONS**

1. **Sketching Journals (individual)**
   Sketching is a common practice used by designers that fosters the ability to think critically about existing objects and interactions, and generate ways of improving them. As part of this class, you will keep a sketchbook, in which you will think about objects or interactions in your daily life and sketch situations that are problematic or frustrating and ideas for how they could be improved.

   - **12 weekly sketching assignments**
     - .50 point each, for a total of 6 points towards your final grade.
     - The journal is that it should be line-free.
     - Every week you’ll be responding to a prompt and you’ll need to produce three sketches based on those prompts. The **focus is on the quantity of sketches and communication of your ideas and not the quality of your drawing**. The best way to have a good idea is to have lots of ideas. Futuristic, off-the-wall, and original ideas are welcome and encouraged! Lastly, please remember to bring your sketching journal to class on Thursday so you can receive credit for your sketches!

   - **Sketching and Design Reflection**
     - A 1000-word reflection on sketching and design. This assignment is worth 9 points towards your final grade.
     - A 500-word reflection essay on your experiences with the sketching assignments this quarter including at least two high-resolution images of your favorite and least favorite sketch.
     - Write a 500-word reflection on your experience going through one cycle of an HCl design process, and what you've learned in this class.
       - What are the three most important things you’ve learned this quarter? Why are these things important to you?
       - The next time you have a design project, will you use a user-centered process like we used in the class project? Why or why not?
Think about the different images of the HCI design process that we’ve seen this quarter – the messy cycle from Bill Moggridge’s book, the lifecycle loop from Rodgers et al., the hexagonal rainbow graphic from the Stanford d.school. What would your ideal HCI design process look like? Draw a picture or diagram. Explain the picture/diagram and give examples of the kinds of methods or tasks that should happen at each stage. Explain why this is your ideal process.

2. **Class Participation (individual).**
   The participation grade is based on the evaluation of the performance of the following activities:

1. Completeness and punctuality of **weekly written discussion points**. Each week, each student needs to study the **reading assignments** and post a reading response on CANVAS. These Reading responses are meant to help you synthesize and reflect on the assigned readings. They are also meant to be an opportunity for you to reflect on your own opinions in the context of the class.

2. These readings are a good place to ask yourself some big questions about design! What is the work of design? What are the limitations of design? What are the different components of the dialogue that Kolko talks about? What does the beginning quote in the Bill Buxton reading (i.e., "the only true voyage of discovery is not to go to new places, but to have other eyes") have to do with design? Also, it's ok to end your reading response with questions that the readings open up for you.

3. I expect your responses to be a reasonable length (about 4 paragraphs or 300+words). I would expect you would spend one paragraph synthesizing the readings and the rest of your response would be dedicated to opening up how these readings help you understand design practice. You can relate it to the things you are doing in your own coursework or to experiences you may have as a professional.

4. The discussion points should **demonstrate original, intellectual elaboration on the subject** and that you have studied and master the entire content of the reading. For example, discussion points can pertain: a relevant example of a practical application, a connection with an HCI topic or event of particular relevance, a reference (with explanation) to a related resource found, a supportive argument or a counter-argument to the topics discussed in the readings.

5. **Discussion points must be HIGH QUALITY!** NO: “I find this interesting” or just rephrasing in your own words what you read. **Avoid reading at the last minute and posting superficial comments. This will easily result in a lower Participation Grade.** Comments must be salient and demonstrate an articulate and mature perspective on the topic. Your discussion may come from your professional / personal experience, curiosity/interest or lack of clarity regarding some theory or practice. They may also challenge the class with a problem derived from the theory and/or best practice that would force the class to reflect on the application of the theory. In each case, you MUST note at the conclusion of the question, where in the text the question or problem is derived from.

6. **Discussion points must be posted on CANVAS by 12 noon of class day.** Subject of each posted message: Smith_WK3_Paper-Title

7. **Each discussion point must be posted as a “REPLY” to the weekly posted thread “Week X - Discussion points”**

8. **Weekly readings** (book chapters and other articles) are indicated in the weekly schedule (last section) of this syllabus and are made available either as web links from
the Weekly Schedule or as resources in CANVAS/Resources.

a. Each week, each in class student is expected to come prepared in class in relation with the entire reading assignments (ENTIRE CHAPTER, for example, even if only one section has been assigned for discussion), to support the discussion points raised and to engage in purposeful discussion.
b. Demonstrated weekly reading preparation, proactive participation in class discussion, quality of questions posed during project presentations.

3. **Midterm Team Presentation.** This grade is based on the evaluation of the performance of the following activity:
   (a) Individual contribution and participation to the team presentation of the midterm project. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, and delivery.
   (b) Quality of the team presentation as a whole. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, and delivery.

4. **Final Team Presentation.** This grade is based on the evaluation of the performance of the following activity:
   (c) Individual contribution and participation to the team presentation of the final project. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, delivery.
   (d) Quality of the team presentation as a whole. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, and delivery.

5. **Midterm Project Report.** See *Project Description Document* for details on project DELIVERABLES DUE week by week and evaluation criteria.

   ➔ Weekly Project Parts must be submitted on CANVAS / respective Team Folder by class time (5:30 PM)

6. **Final Project Report.** See *Project Description Document* for details on project DELIVERABLES DUE week by week and evaluation criteria.

   ➔ Weekly Project Parts must be submitted on CANVAS / respective Team Folder by class time (5:30 PM)

7. **Final Project Dissemination Site.** A very simple 3-4 page web site that showcases your team project, based on a template of your choosing. See Project Document for details.

When working on the project deliverable and with your team, consider that:
- Constant and intensive commitment to the weekly team deliverables is expected from every student.
- In class, each team is expected to come prepared with a high-quality weekly project deliverable

**SUGGESTED SUCCESS STRATEGIES for TEAM PROJECTS (based on evidence from past years)**

- Every week, each team meet regularly to work together and to share/coordinate the individual contribution at least once (preferably twice) **during the week** long
before class time (not the same day). During the week, each student works individually (in constant coordination with the team) or in team.

- In class, each week, during the project meeting with the instructor in class, each team **brings in writing (on paper) evidence of the weekly deliverable produced.**
- Each student is responsible to **share responsibility fairly** among the group and to resolve internal conflicts.
- If major conflicts within the group arise, and students are not able to solve these conflicts, the **whole group** must meet the instructor to devise a working strategy.
- Reflect, apply and think how to **integrate the course theory** and lectures into your project ideas and strategies.
- **Keep looking** and studying **external resources**, including websites, magazine, newsletters, academic papers (see HCI Resources at the end of the Syllabus), as well as research and market trends in HCI, interactive technologies and computing. Maturely and critically integrate this input in your project ideas and strategies.
- **Know and be familiar** with the **work of each individual student** in your team. Show a mature and professional attitude in sharing responsibility.
- Pay attention to details without losing the big picture in your project deliverables. Balance craft, saliency and professional communication in your documentation, interface design and technological implementation.

**ROAD TO FAILURE IN PROJECTS (based on evidence from past years)**

- Meet with your group only at the last minute before class (or the same day) to patch things up and quickly integrate material and deliverables. This typically results in low quality deliverables, poor work integration within the team, clear evidence of disorganization and lack of coordination, unprofessional work, and lower grade.
- Missing to fulfill one or more points indicated in the Suggested Strategies for Success.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Readings &amp; Themes</th>
<th>Class &amp; Project Activity</th>
<th>Project Meetings and Due Dates</th>
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<tbody>
<tr>
<td>WK 1</td>
<td>Welcome &amp; Introduction to HCI Book: Ch1: What is interaction design?</td>
<td>Course Introduction, Lecture, Explain Midterm Project</td>
<td>Fill out the team survey.</td>
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</tbody>
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| WK 5  | Sept 24 | **Brainstorming & Ideation**  
Stanford D-School Ideate Mixtape [PDF]
**Design Resources**: Universal Methods of Design Brainstorm Graphic Organizers
**Storyboarding**
**Design Resource**: Universal Design Storyboards
**Book**: Ch10: Establishing Requirements | Lecture, Discussion, and Project Meetings | Project Due: A2 Problem Space & Personas
Project Meeting: Brainstorming and Storyboarding |
| WK 6  | Oct 1   | **Book**: Ch12 Interaction Design in Practice | Lecture, Discussion, and Project Meetings | Project Due: A3 Brainstorming and Storyboarding Report
Project Meeting: Sketching and Paper Prototyping |
| WK 7  | Oct 8   | **Evaluation Methods**
Nielsen, Jakob. “How to Conduct a Heuristic Evaluation” January 1, 1995 [Website]
**Web Resource**: Apple Human Interface Guidelines
**Design Resource**: Universal Design Heuristics and Cognitive Walkthrough
**Example Useability Test with a Paper Prototype** (video) | Lecture, Discussion, and Project Meetings | Project Due: Nothing is due, but bring your prototype to class
Project Meeting: Heuristic & Usability Evaluation |
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<tr>
<th>WK 8</th>
<th>Oct 15</th>
<th>Book:</th>
<th>Ch 13 Introducing Evaluation</th>
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<td>Evaluation &amp; Research Methods, Continued</td>
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<td>Lecture, Discussion, and Project Meetings</td>
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<td>Project Due: Nothing is due, but bring your prototype to class</td>
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<td>Project Meeting: Evaluation, Final Report, Presentations</td>
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<td>WK 9</td>
<td>Oct 22</td>
<td>PRESENTATIONS</td>
<td>Midterm Product &amp; Report Due Midnight October 25th</td>
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<td>WK 10</td>
<td>Oct 29</td>
<td>Social Interactions</td>
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<td>Book:</td>
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<td>Ch 4 Social Interaction</td>
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<td>Ch 6 Interfaces</td>
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<td>+ additional video</td>
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<td>Other Readings TBD</td>
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<td>Explain the Final Project, Lecture, Discussion, and Project Meetings</td>
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<td>B1. Problem Space and Requirements</td>
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<td>WK 11</td>
<td>Nov 5</td>
<td>Ch 3 Cognitive Aspects</td>
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<td>Ch 5 Emotional Interaction</td>
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<td>Lecture, Discussion, and Project Meetings</td>
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<td>B2. Design A. Conceptualization</td>
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<td>WK 12</td>
<td>Nov 12</td>
<td>Ch 15 Evaluation: Inspection, Analytics, and Models</td>
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<td>Lecture, Discussion, and Project Meetings</td>
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<td>B3. Paper Prototyping &amp; Cognitive Walkthrough</td>
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<td>WK 13</td>
<td>Nov 19</td>
<td>Ch 8: Data Analysis, Interpretation, and Presentation</td>
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<td>Other Readings TBD</td>
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<td>Lecture, Discussion, and Project Meetings</td>
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<td>B4. Dynamic Prototype</td>
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<td>WK 14</td>
<td>Nov 26</td>
<td>*** Enjoy Thanksgiving Recess</td>
<td>No Classes ***</td>
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<td>WK 15</td>
<td>Dec 3</td>
<td>In-Depth Project Review Meetings</td>
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<td>B5. Dynamic Prototype (cont.)</td>
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<td>WK 16</td>
<td>Dec 10</td>
<td>Final Project Presentation (Last Class)</td>
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<td>B6. Validation: External Evaluator and Design Feedback</td>
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<td>*** End of Classes ***</td>
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<td>Dec. 17</td>
<td>Final Product &amp; Final Project Report Due (Due by Midnight end of the day)</td>
<td>→ December 26: Final Fall Grades Available on OneStart</td>
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<td>QUICK TASK REMINDER FOR EACH WEEK</td>
<td>By each class date:</td>
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<tr>
<td>• Study in-depth all weekly Readings</td>
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<td>• Post Class Discussion Points by 12 noon class day</td>
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<td>• Post Weekly Project Deliverable (if any) (as Team) by 5:30pm class time</td>
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<tr>
<td>• Post Weekly Sketches</td>
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Human-Computer Interaction is a rapidly expanding and growing field. It is inspired by many disciplines; it has several “souls” and grows in many, different directions. Hundreds of books and research articles on HCI-related aspects are available and new ones are constantly published every few months.

I provide here some starting points to follow interesting trends in this growing body of knowledge, both from the academic perspective, and from an HCI designer’s perspective.

A. Selected Academic Conferences, Journal and Magazines in HCI

- ACM Digital Library: full access to most of the published HCI literature (and a broad range of other computing fields). [http://portal.acm.org/](http://portal.acm.org/)
  Free access to full PDF papers when accessed from within IUPUI network.
- ACM Interactions. Interactions magazine on ACM Digital Library (full papers accessible available from IUPUI campus network) - [http://interactions.acm.org](http://interactions.acm.org)
- ACM Annual SIG-CHI Conference (known as “CHI”). the full proceedings of the premiere annual conference in Human-Computer Interaction are available on ACM Digital Library (full papers accessible available from IUPUI campus network) [http://portal.acm.org/event.cfm?id=RE151&CFID=20228246&CFTOKEN=78782895](http://portal.acm.org/event.cfm?id=RE151&CFID=20228246&CFTOKEN=78782895)

- Other relevant international annual HCI conferences where all graduate students are encouraged to proactively and periodically submit to and publish their work:

RecSys: ACM Conference on Recommender Systems  
http://www.recsys.acm.org/

C&C: Creativity and Cognition  
http://dilab.gatech.edu/ccc/index.html

ITS: Interactive Tabletops and Surfaces  

HCI International Conference Series  
http://www.hci-international.org/

SIGDOC: ACM International Conference on Design of Communication  
http://www.sigdoc.org/

PERVASIVE: International Conference on Pervasive Computing  
http://pervasiveconference.org/2012/

More ACM SIGCHI conferences:  
http://www.sigchi.org/conferences/calendarofevents.html

- **Human-Computer Interaction Journal**: the leading journal in the HCI field. Papers are freely accessible through IUPUI library here.  
  Journal website:  

- **ACM TOCHI**. ACM Transactions in Human-Computer Interaction  
  - http://portal.acm.org/citation.cfm?id=J756&picked=prox

**B. Selected Web, Interaction Design, and Usability-related newsletters and blogs.**

I suggest subscribing to the newsletters and periodically checking these resources to follow some trends in the field.

- Jakob Nielsen’s website: http://www.useit.com  
- User Interface Engineering and Jared Spool: http://www.uie.com  
- Online Marketing and Design: http://blog.clickz.com  
- Interaction Design at Cooper: http://www.cooper.com/journal  
- Usability Professionals’ Association: http://www.upassoc.org  
- Bolchini’s Blog (Communication, Design and Usability): http://bolchini.blogspot.com  
- Indiana Chapter of the Usability Professionals’ Association: http://indiana-upa.org/  
- Interesting open-access HCI Encyclopedia, in progress:  
  - http://interaction-design.org/encyclopedia/  
- CHI Announcements http://listserv.acm.org/SCRIPTS/WA-ACM@ACM.CGI?A0=CHI-ANNOUNCEMENTS  
- PhD Design https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=PHD-DESIGN
C. Ample Selection of HCI Job Banks

The market of interactive applications development - in a growing number of domains - is increasingly acknowledging the fundamental role played by HCI experts to design successful user experiences and products. Here is just a small selection of job banks with job announcements looking for open HCI-related positions worldwide:

http://www.upassoc.org/usability_resources/jobs/
http://www.job-search-engine.com/keyword/usability-design-experience
http://www.webguild.org/jobs/search.php?kword=user experience
http://beta.ixda.org/topic_jobs.php
http://informatics.iupui.edu/careers/jobs/
http://twitter.com/#!/uxdesignjobs

D. Advanced User Interface Prototyping Software Tools: richer list on CANVAS.
http://balsamiq.com/
http://www.axure.com/
http://www.justinmind.com/

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

OTHER POLICIES AND INFORMATION

1. **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

2. **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. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. 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.

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

4. **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 for more information.

5. **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.

6. **Electronics & Digital Devices:** Before class begins, please turn off all phones, pagers, gramophones, or other devices that may cause disruption. No laptops in lecture. You should bring your laptops to class for work time. I am going to experiment with having a “no laptop” rule for lectures. You may use them in discussion as that time will be used, in part, for group work. Given that this is an experiment, I will periodically assess and seek feedback on this rule. Any student who feels he or she may need an accommodation to the “No Laptops in Lecture” based on the impact of a disability or need should contact me privately to discuss his or her specific concerns.

7. **I reserve the right to update this course throughout the semester.**

**Syllabus & Course Design Credit**

This syllabus and course materials are modified from several UX-related course, including Ellie Harmon, Davide Bolchini, and Erin Brady’s course.