

# H624

## Advanced Seminar I in Human-Computer Interaction

Indiana University School of Informatics and Computing IUPUI  
Department of Human-Centered Computing

*Syllabus Version 1.8*  
**SAMPLE SYLLABUS**

**Course Info:** 3 Cr. Hrs. | Sec. XXXXXX | Fall 2017 |  
CANVAS Section URL: XXXXXX

**Time/Location:** U.S.E.R Lab [WK 360], meeting room (see address below), Tuesday 3.00 – 5.40 pm

**Instructor:** Dr. Davide Bolchini, Associate Professor and Chair  
Department of Human-Centered Computing

**Office:** Informatics Complex (IT Building) **IT595**, 535 W. Michigan St. 46202 Indianapolis, IN

**Lab:** User Simulation and Experience Research Lab (U.S.E.R. Lab)  
Walker Plaza Building, 719 Indiana Ave, 3rd Floor  
**Suite WK360** Indianapolis, IN 46202 - [Location Map](#)

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Skype: Davide Bolchini  
*Chair's Admin Assistant:* Michelle Mitchell ([mopembri@iu.edu](mailto:mopembri@iu.edu); 317 278 7606)

**Office Hours:** By Appointment; Contact Policy for an appointment: contact *admin assistant*.

### COURSE DESCRIPTION AND LEARNING OUTCOMES

The course introduces students to major historical, contemporary and emerging theories, methods, techniques, technologies and applications in the field of Human-Computer Interaction. Students will explore relevant and influential research, results and applications. Students will develop an understanding of leading research approaches and paradigms, and will design an independent research program in relation to their individual research fields and personal interests.

At the end of the course, students will be able to:

- Articulate and present HCI research ideas that are potentially innovative and worth pursuing
- Understand major research areas, methodological approaches and trends in HCI by interacting with active HCI researchers
- Learn expectations and resources for quality HCI research in the PhD program
- Explain, systematize and apply effective flow of logic for HCI research writing, both in research publications and grant proposals
- Write competitive research proposals in HCI

### PREREQUISITES

The current version of the course is designed for research-active Ph.D. students at the beginning of their doctoral program. Advanced graduate standing or consent of instructor.

## REQUIRED TEXTBOOKS, READINGS AND RESOURCES

- [1] Peters, R. (1997). *Getting What You Came For: The Smart Student's Guide to Earning an M.A. or a Ph.D.* New York: Farrar, Straus and Giroux.
- [2] Silvia, P.J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*, APA Life Tools.
- [3] Koestler, A. (1964), *The Act of Creation*, Hutchinson and Co. **Chapters I, V, VI, VII, VIII, XVIII.**
- [4] Gopen, G., Swan, J. (1990), *The Science of Scientific Writing*, Scientific American, Nov-Dec issue. available at:  
<http://www.americanscientist.org/issues/id.877,y.0,no..content.true.page.1.css.print/issue.aspx>
- [5] Russell, S.W., Morrison, D.C. (2015), *The Grant Application Writer's Workbook – National Science Foundation version*, GWSW, **Chapter 7 and 8** (see CANVAS - Resources).
- [6] Additional texts, and academic papers will consist of conference and journal publications that are all available online via university site licenses (e.g., ACM Digital Library <http://dl.acm.org/>). You will need to be logged in to the university network or connected via VPN to access these articles for free. ACM SIGCHI conferences: <http://www.sigchi.org/conferences>

**ASSIGNMENTS** - See weekly schedule below; detailed description of assignments will be available on CANVAS and explained in class or via email.

**STUDYING VS READING:** When readings are assigned, students are expected to **study them**, not just to read them. Studying means to learn the content read, critically understand it, being able expand on it, being able to summarize it, deeply integrate it, questions it, and explain it to others at multiple level of details. To help the study process, it is helpful to engage in active reading by taking notes, highlighting, re-reading, and creating textual or visual summaries, or conceptual schemas.

**DISCUSSION POINTS ON THE READINGS:** For each reading assigned (a group of chapter from a book, or an article), you are expected to write up a substantial, high-quality discussion point (**one or two paragraphs**) that demonstrates that you have studied the chapter. The discussion points should **signal an 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 or to own experience, a supportive argument or a counter-argument to the topics discussed in the readings. The discuss point may include questions that emerge from a student's 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, each student **MUST** note at the conclusion of the question, where in the text the question or problem is derived from.

➔ **Avoid reading the chapter/article at the last minute and post some superficial comments. This will directly result in a lower Participation Grade.**

## GRADING AND ASSIGNMENTS

Grades Structure		Grade Scale	
Bibliography Entries	10%	A+	97 - 100 [outstanding achievement]
Daily Words (Writing Log)	10%	A	93 - 96.99 [excellent achievement]
Presentations:		A-	90 - 92.99 [very good work]
• Task/Time Management Tutorial	5%		

• Bibliographic Software Tutorial	5%	B+	87 - 89.99 [good work]
• Initial Research Presentation	10%	B	83 - 86.99 [marginal work]
• Idols and Inspirations Presentations	10%	B-	80 - 82.99 [marginal work]
Research Proposal Overview	20%	C+	77 - 79.99 [unsatisfactory work]
NSF Panel Review	10%	C	73 - 76.99 [unacceptable work]
Weekly Discussion Points	10%		
Class Participation	10%		

**POLICIES for ATTENDANCE & ASSIGNMENT/PROJECT DEADLINES**

- Missing class time WILL affect your grade.** Students are allowed two (excused or unexcused) absences before their grade will be affected. In other words, whether you are sick or have personal problems or issues for missing class, it will amount to the same. Missing class means you do not show for the whole or majority of the session (including field visits). Starting from the **third absence, -15 points** will be deducted from the final class grade for every day of absence.
- Responsible for due dates and related materials:** All weekly assignments are the students' responsibility whether you come to class or not. Weekly assignment deadlines should be adhered to, to insure fairness to all students.
- Assignments are due by the class date indicated in the syllabus schedule at 12noon on CANVAS. Late assignments will affect your grade:** If an assignment is delivered within 24 hours after deadline, 20 points will be deducted from the assignment grade; after 24 hours, the assignment will receive zero points.

**UNIVERSITY POLICIES**

- Academic Integrity.** Each student in this course is expected to adhere to the *IU Code of Student Rights, Responsibilities and Conduct* ( <http://www.indiana.edu/~code/>). Academic dishonesty is completely unacceptable and any persons involved in such conduct will be disciplined in accordance with university regulations and procedures. Egregious cases of plagiarism may result in grade sanctions, including dismissal from the program.
- Educational Accommodations.** I strive to design my courses in ways that accommodate students with a diversity of learning needs and styles. If you have needs that I haven't anticipated, please register with Adaptive Educational Services ( <http://aes.iupui.edu> ) and notify me during the first week of classes about any approved accommodations.
- If you require **accommodation for religious observances**, please notify me by the end of the second week of the semester using the Request for Course Accommodation Due to Religious Observance Form ( <http://registrar.iupui.edu/religiousholidayform.html> ).

**H624 Weekly Schedule**

*Syllabus schedule may evolve, and students will be notified of updates.*

WK	Date	Class Topics and Activity	Readings	Assignment Due
<b>1</b>	Aug 23	Course Introduction & Overview; Textbooks, and Assignments		---
<b>2</b>	Aug 30	Presentations and discussion		Task/Time Management Presentations Daily words: 1000 per week Bibliography items: 4
<b>3</b>	Sept 6	Presentations and discussion	Getting What You Came For Ch 1-5; Ch 11-13 Koestler Ch I, V	Research Bibliographic System Tutorials Presentations Daily words: 1000 per week Bibliography items: 4 2 Discussion Points on Readings

<b>4</b>	Sept 13	<b>Communicating HCI Research: the logical pattern of an HCI Paper Abstract (with in class exercise)</b>	How to Write a Lot Ch 1-4 <i>Koestler</i> Ch VI, VII	Daily words: 1000 per week Bibliography items: 4 <i>2 Discussion Points on Readings</i>
<b>5</b>	Sept 20	<b>Research writing</b>	Gopen	Daily words: 1000 per week Bibliography items: 4 <i>1 Discussion Point on Readings</i>
<b>6</b>	Sept 27	<b>Research Technologies: UITS – Advanced Visualization Labs Field Visit (M. Boyles)</b>	How to Write a Lot Ch 5, 6 & 8 <i>Koestler</i> Ch VIII	Daily words: 1000 per week Bibliography items: 4 <i>2 Discussion Points on Readings</i>
<b>7</b>	Oct 4	<b>Presentations and discussion</b>	<i>Koestler</i> Ch XVIII	<i>Initial, Exploratory Research Presentations</i> Daily words: 1000 per week Bibliography items: 4 <i>1 Discussion Point on Readings</i>
<b>8</b>	Oct 11	<b>On research grant research proposal structure and logic patterns</b>	Russell Ch 7 and 8	Daily words: 1000 per week Bibliography items: 4 <i>1 Discussion Point on Readings</i>
	Oct 18	<b>&lt; FALL BREAK &gt; ** NO CLASS **</b>		<i>No assignments due</i>
<b>9</b>	Oct 25	<b>Proposal sharing, feedback and discussion</b>	Getting What You Came For Ch 14-17	<ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li><i>Research Proposal Overview v1.0</i></li> <li><i>1 Discussion Point on Readings</i></li> </ul>
<b>10</b>	Nov 1	<b>Exposure to Research Areas: Interaction with HCI faculty research</b>	Getting What You Came For Ch 18-20 Faculty research paper (to be assigned)	<ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li><i>Research Proposal Overview v2.0</i></li> <li><i>1 Discussion Point on Readings</i></li> <li><i>2 questions for faculty guests based on paper</i></li> </ul>
<b>11</b>	Nov 8	<b>Exposure to Research Areas: Interaction with HCI faculty research</b>	Faculty research paper (to be assigned)	<ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li><i>Research Proposal Overview v3.0</i></li> <li><i>2 questions for faculty guests based on paper</i></li> </ul>
<b>12</b>	Nov 15	<b>Research Idols and Inspirations Presentations / discussion</b>	Getting What You Came For Ch 21-23	<i>Research Idols and Inspirations Presentations</i> <ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li><i>1 Discussion Point on Readings</i></li> </ul>
<b>13</b>	Nov 22	<b>Exposure to Research Areas: Interaction with HCI faculty research</b>	Getting What You Came For Ch 24 Faculty research paper (to be assigned)	<ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li><i>Research Proposal Overview v4.0</i></li> <li><i>2 questions for faculty guests based on paper</i></li> <li><i>1 Discussion Point on Readings</i></li> </ul>
<b>14</b>	Nov 29	<b>Exposure to Research Areas: Interaction with HCI faculty research</b>	Faculty research paper (to be assigned)	<ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li><i>2 questions for faculty guests based on paper</i></li> </ul>
<b>15</b>	Dec 6	<b>NSF mock-up panel review on research proposals</b>	NSF Review Criteria, Peer proposals, and Panel Review Exercise instructions	<ul style="list-style-type: none"> <li>Daily words: 1000 per week</li> <li>Bibliography items: 4</li> <li>Submit INDIVIDUAL REVIEWS for NSF Panel Exercise</li> </ul>

*Acknowledgements: This is an improved syllabus with respect to the last edition of this course. I evolved and improved significantly the syllabus of this class over the past six years with feedback from faculty and students. I also integrated components from Amy Volda's Fall 2014 H624 syllabus.*