

Instructor

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Office hours: Thursdays 2:00 PM - 3:30 PM and by appt.

Course Information

ISM 390 Section 702
Class times: Thursdays 5:45PM - 9:00 PM
Room: Daley 206 Campus: Loop
Last day to drop the course with no penalty: Sept. 20, 2016. If dropped on or after Sept. 21, 2016, grade of "W" will be assigned.

Prerequisites

None

Learning Objectives

Students will be able to:

1. Develop a theoretical framework for thinking critically about technology's impact that can be used in the design and evaluation of systems and designed experiences.
2. Analyze theoretical and empirical research studies.
3. Conceptualize and conduct a research project related to human centered design.

Additional Objectives

Students will:

4. Reflect on their role in shaping technology's impact in realms of personal interest.
5. Become familiar with the work of CDM professors and guests to explore course topics and possibilities for future research/design projects and careers.
6. Explore and connect personal interests to course topics.
7. Develop confidence as researchers and designers.

Texts

- Nardi & O'Day (2000). *Information ecologies: Using Technology with Heart*. Cambridge, MA: MIT Press.
- Toyama (2015). *Geek Heresy: Rescuing Social Change from the Cult of Technology*. New York, NY: Public Affairs.
- Additional readings will be provided.

Class Format

Class will be conducted in a seminar format in which the instructor will facilitate reflection and provide guidance to engage disciplinary research and design practices. Students are expected to spend 8 to 10 hours per week on reading, research/design, and writing activities outside of class.

Computers & Software

This class meets in a room that is equipped with laptops for student use during class time if needed. Students may use these laptops or bring their own devices. The D2L system will be used to organize course materials, assignments, and grading (<https://d2l.depaul.edu/>).

Course Summary

Designing technologies and experiences to create impact for social good is a driving motivation for many projects. How can we conceptualize the impact we intend to create? How do you see your role in creating impact? And, how can efforts to design, develop, and study designed experiences be informed by critical perspectives?

This foundational course focuses on understanding the design process and how users, communities, and society are impacted by technology. This course will cover a breadth of technologies such as educational technologies, health systems, social tools, games, etc. An interdisciplinary course that draws from the fields of computer science, psychology, sociology, and economics, students will reflect on the social, political, and economic context and impact of technology use locally and globally.

Through readings, discussions with invited guests, and writing assignments, we will engage in a critical and reflective examination of issues related to the design, study, and impact of technologies on human experience. To apply and challenge concepts addressed in the course, students will also propose and complete a final project involving a new design idea or an investigation related to an existing project.

Evaluation & Grading

Coursework includes the following components:

Grade Proportion	Course Requirement
12%	Class participation
12%	Discussion lead
36%	Weekly writing/activity assignments
40%	Final Project
100%	

Grading Scale

Letter grades are based on the percent of total points earned.

A	93.00%	186 points	Excellent
A-	90.00%	180 points	Very Good
B+	88.00%	176 points	
B	83.00%	166 points	Good
B-	80.00%	160 points	
C+	78.00%	156 points	
C	73.00%	146 points	Satisfactory
C-	70.00%	140 points	
D+	68.00%	136 points	
D	60.00%	120 points	
F	0.00%	0 points	

Acknowledgements

This syllabus was devised with input from colleagues in the CDM School of Design and from inspiration found in syllabi discovered online which were created by others in the field of human centered design.

Course Schedule

Syllabus and schedule is subject to change. Additional/supplemental readings may be added as needed.

Class	Topics and Activities	Readings Due	Assignments Due
Sept. 8 Class 1	<ul style="list-style-type: none"> Introduction / Theorizing Experience: Welcome, course overview, and introduction to course topics 	<ul style="list-style-type: none"> McLellan (2000) <i>Experience Design</i>. Forlizzi & Battarbee (2004). <i>Understanding experience in interactive systems</i> TED Talk: Gould Stewart (2014) <i>How giant websites design for you (and a billion others, too)</i> 	<ul style="list-style-type: none"> Bring/send me a picture representing a memorable experience you had this summer
Sept. 15 Class 2	<ul style="list-style-type: none"> Theorizing Technology's Impact Guest: Cory Garfin 	<ul style="list-style-type: none"> Nardi & O'Day (2000) <i>Information ecologies: Using Technology with Heart</i>. Chapters 1-5 in Part I and at least one case study from Part II. 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Discussion leaders: _____
Sept. 22 Class 3	<ul style="list-style-type: none"> Theorizing Technology's Impact Guests: Jessica Westbrook and Adam Trowbridge, CDM School of Design 	<ul style="list-style-type: none"> Toyama (2015). <i>Geek Heresy</i>, Chapters 1-3 IDEO, Design for Social Impact How to Guide Optional: <ul style="list-style-type: none"> The Coming Insurrection, section "First Circle "I AM WHAT I AM" and "Sixth Circle "The environment is an industrial challenge." Freakonomics (2016) <i>Is the Internet Being Ruined?</i> (podcast) Tufekci (2014). <i>Is The Internet Good or Bad? Yes</i>. 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Final Project: Share initial ideas Discussion leaders: _____
Sept. 29 Class 4	<ul style="list-style-type: none"> Game Design Guest: Brian Schrank, CDM School of Design 	<ul style="list-style-type: none"> Schrank (2014). <i>Videogames as Avant-garde Art</i> (Chapter 1) Schell (2014) <i>The Art of Game Design: A Book of Lenses</i>, Chapters 1-5 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Discussion leaders: _____
Oct. 6 Class 5 DN at Digital Media and Learning conference	<ul style="list-style-type: none"> Community technology design Guest instructor: Sheena Erete, CDM School of Design 	<ul style="list-style-type: none"> Erete (2014) <i>Community, Group and Individual: A Framework for Designing Community Technologies</i>. Erete (2015) <i>Engaging Around Neighborhood Issues: How Online Communication Affects Offline Behavior</i> Optional: Erete (2013) <i>Protecting the Home: Exploring the Roles of Technology and Citizen Activism from a Burglar's Perspective</i> 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Final Project: Literature Review Discussion leaders: _____
Oct. 13 Class 6 DN at EdRecSys conference	<ul style="list-style-type: none"> Design of ecosystems Guest instructor: Nichole Pinkard, CDM School of Design 	<ul style="list-style-type: none"> Barron, Gomez, Pinkard & Martin (2014). <i>The Digital Youth Network: Cultivating Digital Media Citizenship in Urban Communities</i>. Chapter 2. 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Final Project: Proposal Discussion leaders: _____
Oct. 20 Class 7	<ul style="list-style-type: none"> Equity and Design Guest: Caitlin K. Martin, Lead Researcher at Digital Youth Network 	<ul style="list-style-type: none"> Watkins (2012) <i>Digital Divide: Navigating the Digital Edge</i> Hargittai, E. (2008). <i>The digital reproduction of inequality</i> Optional: Warschauer, M., & Matuchniak, T. (2010). <i>New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes</i>. 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Discussion leaders: _____
Oct. 27 Class 8	<ul style="list-style-type: none"> Behavioral economics and design Guest: Ruth Schmidt, Innovation Program Lead at Doblin 	<ul style="list-style-type: none"> <i>Behavioral Design At-a-Glance</i> Ly, Mazar, Zhao, Soman (2013). <i>A Practitioner's Guide to Nudging</i> Optional: <ul style="list-style-type: none"> Bertrand, Mullainathan & Shafir (2006) <i>Behavioral economics and marketing in aid of decision making among the poor</i>. Sunstein (2008). <i>Nudge: Improving Decisions about Health, Wealth, and Happiness</i> Harris (2016). <i>How Technology Hijacks People's Minds—from a Magician and Google's Design Ethicist</i> 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Discussion leaders: _____
Nov. 3 Class 9	<ul style="list-style-type: none"> Health system design Guest: Enid Montague 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> 3-2-1 Response (Tue at 9pm) Discussion leaders: _____
Nov. 10 Class 10	Final project presentations	<i>Last class meeting</i>	<ul style="list-style-type: none"> Final Project Report (Due on Nov. 20, 2016)

Policies & Expectations

Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken and is reflected in the Class Participation and Attendance portion of the course grade. Your active participation and engagement in the class is expected and is required to get credit for this portion of the course grade.

Absence

- Attend every class.
- Three absences for any reason, whether excused or not, may constitute failure for the course.
- **Communicate with me if you must miss class for any reason. I appreciate a quick email to let me know.**
- Students are individually responsible for material they may have missed due to absence or tardiness.
- Please notify me in advance if there are any special needs.

Late Policy

- Being present and arriving on time to every class is my expectation for everyone. Communicate with me if you must be late to class for any reason. I appreciate it when you let me know.
- If there is a reason why you cannot consistently arrive on time to class, please let me know.
- Tardiness exceeding 30 minutes is counted as an absence.

Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/academicprocesses.html>.

Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Late Assignments

Completing assignments on time and having them ready for discussion and critique in class is essential for this class. Thus, to encourage accountability, late assignments will not receive credit **unless acceptable reasons are documented** (sickness, family emergency) **and communicated to me within 24 hours of the due date.**

Email Policy

Mon-Thu, you can expect me to return emails within 24 hours. Expect a delayed response Fri-Sun. In the spirit of practicing professional communication, make an effort to write email messages in a formal, professional tone (e.g., proper greeting, correct spelling, etc.).

Class Behavior

- Food and drink during class is ok.
- **Internet surfing and checking email, etc. during class when your attention is expected is disrespectful and unprofessional.** I ask for your cooperation and attention during class time.
- **Be a respectful participant by keeping phones in silent mode and do not text in class.** If you have a need to be available by phone (sick relative, etc.), please let me know.
- **Be engaged in class discussions and workshop activities:**
 - Participate with enthusiasm
 - Show genuine effort to cooperate with others
 - Show leadership and take initiative in group efforts
 - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
 - Make contributions that reflect excellent preparation (i.e., complete required reading)
- **Practice professionalism**
 - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner
 - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
 - Be respectful towards others

Attitude

A professional attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

DePaul University is a community that thrives on open DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructor handles grade review requests and responds to the student with a review decision as soon as possible.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirements independently in consultation with the instructor by the deadline on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- AQ: Last day of the last final exam of the subsequent winter quarter
- WQ: Last day of the last final exam of the subsequent spring quarter
- SQ: Last day of the last final exam of the subsequent autumn quarter
- Sum: Last day of the last final exam of the subsequent autumn quarter

Academic Integrity & Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

Lewis Center 1420, 25 East Jackson Blvd.
Phone number: (312) 362-8002
Fax: (312) 362-6544
TTY: (773) 325-7296

Online Course Evaluations

Evaluations are a way for students to provide feedback regarding their instructor and the course. Detailed feedback will enable the instructor to tailor teaching methods and course content to meet the learning goals and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation. You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.