Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different. Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
COURSE OVERVIEW

Course description

This course will examine various ways of evaluating behavioral aspects of new technologies (e.g., mobile communication devices, social media, social robots, transportation innovations, sports equipment). Many new products seem like they might improve our lives through increased efficiency, convenience, or power in performing specific tasks. However, it is difficult to predict whether new technology will make us happy, enhance social interactions, increase creativity, or generally improve our quality of life. Technology often has hidden costs and benefits such as unexpected effects on cultural manners, new forms of distributed cognition and social cooperation, increased multi-tasking, and destabilizing environmental impacts. This course will consider many behavioral dimensions of technology that may impact decisions about designing, choosing, and using new devices.

Course learning outcomes

By the end of this course, students should:

1. Better understand the many behavioral dimensions of technology
2. Better evaluate the costs and benefits of new technology prior to adopting new devices
3. Be better able to critically review research on the effects of technology
HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.
- Students are required to attend synchronous class sessions held at the original time/day pattern of this course – T/Th 5:30-6:50 p.m. Please unmute your microphone and ask questions whenever anything is unclear or if you have a relevant comment to add.
- Additionally, students may arrange individual Zoom meetings with the instructor.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. If you feel you need additional academic support services (https://advising.osu.edu) or access to student services and resources (https://contactbuckeyelink.osu.edu) to succeed in this course, please use these links.

COURSE MATERIALS AND TECHNOLOGIES

Required readings are available on Carmen (Canvas).

Key Power Point slides for the lectures will be posted on Carmen (Canvas).

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743
TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE
How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Short-answer quizzes every two weeks</td>
<td>24</td>
</tr>
<tr>
<td>2-page commentary</td>
<td>10</td>
</tr>
<tr>
<td>Written 6-8 page paper</td>
<td>35</td>
</tr>
<tr>
<td>Oral presentation of paper</td>
<td>25</td>
</tr>
<tr>
<td>Class attendance during student presentations and participation throughout the course</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*See course schedule below for due dates.*

Descriptions of major course assignments

**SHORT-ANSWER QUIZZES EVERY TWO WEEKS**

**Description**: In place of a midterm, there will be five 20-minute short answer quizzes spaced every other week. You can consult your notes and readings. However, these quizzes will be strictly timed, so there will be little opportunity to do so. There will be no make-up quizzes. Your lowest quiz score will be dropped to accommodate any unexpected absence, illness, or unusually poor performance.

**Academic integrity and collaboration**: You may not communicate with any other person during the quiz. The quiz will be uploaded onto Canvas at the end of the 20-minute period.

**2-PAGE COMMENTARY**

**Description**: Write a 2-page double-spaced commentary on the primary issues involved in any of the topics marked with an asterisk (*) in the syllabus. These commentaries may rely on the course readings and/or additional sources. The commentaries are due at the class period in which these topics are discussed (Weeks 1-10). Individuals who prepare commentaries should help to lead our class discussions of these topics.

**Academic integrity and collaboration**: You may discuss your commentary with other students and instructional staff. Your written commentary must be your own individual work, should reflect your unique thoughts, and be written in your own words.
6-8 PAGE RESEARCH PAPER AND ORAL PRESENTATION

Description: In place of a final exam, a 6-8 page double-spaced paper on any topic relevant to the material covered in this course will be due Tuesday, Oct. 26, the 10th week of the semester. The paper should present a critical review of several articles not included in the required readings, followed by suggestions for new research in this area and/or suggestions for new approaches to conceptualizing and/or modeling human-technology interaction. Try to be as creative as possible in your suggestions for new conceptual approaches, quantitative models, qualitative models, and/or measurement procedures. Also, make a 15-minute PowerPoint presentation of your work during the final weeks of the course, followed by class discussion. Possible topics include behavioral effects of electronic, mechanical, and/or biological technologies, new measures or methods for evaluating or predicting the impact of technologies, or historical trends in the evolution of particular technologies.

Academic integrity and collaboration: You may discuss your topic with other students and instructional staff. Your paper and oral presentation must be your own individual work, should reflect your unique thoughts, and be written in your own words.

CLASS ATTENDANCE DURING STUDENT PRESENTATIONS AND PARTICIPATION THROUGHOUT THE COURSE

Description: You will be expected to ask questions and make suggestions during lectures and after each student presentation. It is not expected that every student will ask a question every day, but on average everyone should actively participate. Please use your full name in Zoom so the instructor knows who you are.

Late assignments

- Turn in your written assignment on the due date to avoid a late penalty
- Class presentations must be given on the scheduled date

Grading scale

The grading scale will be adjusted to reflect the difficulty of the quizzes.

Instructor feedback and response time

If you have any questions or would like to discuss ideas for your paper, send me an email a day or two in advance to schedule a Zoom meeting at a convenient time.
Zoom/Videoconferencing Guidelines

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357 (HELP). If issues continue, contact the instructor after the session.

- **Preparation:** Stay up to date with the readings, so you can raise informed questions.

- **Participation:** Show your face on camera if we are not having problems with pausings. Mute your microphone whenever you are not talking to minimize background noise.

- Use your full name on your Zoom connection rather than a nickname, so the instructor is aware of who you are.

**Academic integrity policy**

See *Descriptions of major course assignments*, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact
Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## COURSE SCHEDULE

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<th>Dates</th>
<th>Topics, Assignments</th>
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<td>1</td>
<td>8/24, 26</td>
<td>1. Efficiency, complexity, and multi-tasking</td>
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<tr>
<td></td>
<td></td>
<td>Cell phones: Multiple dimensions of technology</td>
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<tr>
<td>2</td>
<td>8/31, 9/2</td>
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<tr>
<td></td>
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<td>Physical constraints: Speed, accuracy, and muscular stress</td>
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<td>2. Happiness and pleasure</td>
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<td></td>
<td>Behavioral correlates</td>
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<td>Measurement issues</td>
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<td>Quiz 1 on 9/7</td>
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<tr>
<td>4</td>
<td>9/14, 16</td>
<td>Adaptation and design implications</td>
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<td>Affective relationships with technology</td>
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<tr>
<td>5</td>
<td>9/21, 23</td>
<td>3. Creativity</td>
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<tr>
<td></td>
<td></td>
<td>Enhancing multi-person creativity and distributed cognition</td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
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<tr>
<td>6</td>
<td>9/28, 30</td>
<td>Media effects on conceptual thinking and communication</td>
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| 7    | 10/5, 7 | 4. Environmental impact  
Sport utility vehicles, trucks, and the car culture  
Quiz 3 on 10/5 |
| 8    | 10/12   | Voluntary simplicity |
| 9    | 10/19, 21| 5. Social impact  
Luddites and cultural disruption  
Quiz 4 on 10/19 |
| 10   | 10/26, 28| Internet  
Sports: Technology and culture  
6-8 page paper due 10/26  
Student presentations of 6-8 page paper start 10/28 |
| 11   | 11/2, 4 | Student presentations of 6-8 page papers  
Quiz 5 on 11/2 |
| 12   | 11/9    | Student presentations of 6-8 page papers |
| 13   | 11/16, 18| Student presentations of 6-8 page papers |
| 14   | 11/23   | Student presentations of 6-8 page papers |
| 15   | 11/30, 12/2| Student presentations of 6-8 page papers |
| 16   | 12/7    | Student presentations of 6-8 page papers |
| 17   | 12/15   | Student presentations of 6-8 page papers  
(This is our final exam time slot, Weds, 8-9:45 p.m.) |
1. Efficiency, complexity, and multi-tasking (Weeks 1-2)

Cell phones: Multiple dimensions of technology

**Cognitive constraints**


**Cultural constraints**


Jones, C. (October 1, 2019). Cellphones are disrupting theaters everywhere. Here is a solution. *Chicago Tribune*.


**Emergency communication**


*Usability and complexity*


Physical constraints: Speed, accuracy, and muscular stress


2. Happiness and pleasure (Weeks 3-4)

Behavioral correlates


*Measurement issues


**Adaptation and design implications**


**Affective relationships with technology**


Carman, A. (June 19, 2019). They welcomed a robot into their family, now they’re mourning its death: The story of Jibo. *The Verge*.

3. **Creativity (Weeks 5-6)**


**Enhancing multi-person creativity and distributed cognition**


*Media effects on conceptual thinking and communication*


4. Environmental impact (Weeks 7-8)


*Sport utility vehicles, trucks, and the car culture


*Voluntary simplicity


5. Social Impact (Weeks 9-10)

Luddites and cultural disruption


*Internet


*Sports: Technology and culture*

