

**ATEC 6375 Topics in Emerging and Cognitive Design:
Cyberpsychology as a Design Construct in Interactive Media Design
4:00 – 6:45 p.m., Thursdays, Fall, 2013**

Dr. Marjorie Zielke

Assistant Professor – Arts and Technology

margez@utdallas.edu

972 883 4333 (office)

817 368 5772 (cell)

Office Hours: By Appointment

SYLLABUS

Course Description: This class explores the underlying psychological issues of users that can be considered in the design and assessment of interactive technologies. We will study both virtual humans and cultures as examples of research where cyberpsychology can be applied. Initially, we will study the nature of the online persona – both individually and collectively. Then we will then focus on other fields where cyberpsychology concepts can be utilized through interactive media by reviewing applications in e-marketing, cybersecurity, and health care. We will look at human computation in consideration of collective intelligence/ubiquitous technology, data mining, and cognitive structures of virtual humans. Finally, we will zoom out to look at cyberpsychology and society by studying artificial intelligence, human identity, and posthumanism with possible ethical considerations.

Learning Outcomes:

- **Become familiar with the scholarly literature in cyberpsychology.**
- **Review common research techniques in cyberpsychology.**
- **Discover how cyberpsychology is important in interactive media design.**
- **Learn how to apply cyberpsychology concepts to design projects.**
- **Appreciate the influence of cyberpsychology on the future of media, communications, technology design and society.**

UNIT ONE: Introduction to Cyberpsychology -- August 29 through September 26

August 29: Class Introduction: Class and professor introductions, review syllabus, discuss assignments and expectations. Review of the following article: Suler, John. 2004. "The Online Disinhibition Effect." *Cyberpsychology & Behavior* 7, no. 3: 321-326.

September 5: Cyberpsychology Overview: The Online Persona

*****See readings that are due on companion reading list***

September 12: Research Methods and Social Networks

Guest Speaker: Dr. Cindy Shen

Assignment One Due: Essay on the social impact of a recently-observed example of an online persona characteristic. 5 % of course grade.

*****See readings that are due on companion reading list***

September 19: Cyberpsychology and Mobile, Augmented Reality, and Other Technologies

Guest Speaker: William Broderick

*****See readings that are due on companion reading list***

September 26: Cyberpsychology and International Developments

Assignment Two Due: Essay describing social changes from technological use. 5 % of course grade.

*****See readings that are due on companion reading list***

UNIT TWO: Design Applications of Cyberpsychology – September 27 through October 17

October 3: Cyberpsychology as a Design Construct for E-Marketing, Advertising, and Consumer Behavior

*****See readings that are due on companion reading list***

October 10: Cyberpsychology as a Design Construct for Cybersecurity

Assignment Three Due/Discussion: Your deliverable will be an annotated bibliography of five articles on a cyberpsychology topic pertinent to student research/class project and in-class discussion about them. See page 4 of syllabus. 10 % of course grade.

*****See readings that are due on companion reading list***

October 17: Cyberpsychology as a Design Construct for Facilitating Inter-professional Healthcare

*****See readings that are due on companion reading list***

UNIT THREE: -- Human Computation: October 18 through November 14

October 24: Human Computation/Collective Intelligence/Ubiquitous Technology

Assignment Four Due: Essay describing a conceptual cyberpsychology opportunity in Emarketing, healthcare, or cybersecurity. 5 % of course grade.

*****See readings that are due on companion reading list***

October 31: Cyberpsychology of Data Mining

*****See readings that are due on companion reading list***

November 7: Online Class – Class Project Workshop

Assignment Five Due: Online class assignment. 10 % of course grade;
Online class participation. 5 % of course grade.

November 14: *First Half of Class:* Cognitive Structures of Virtual Humans

Guest Speaker: Dr. Richard Golden

Second Half of Class: How to Read Grant Calls

*****See readings that are due on companion reading list***

Assignment Six Due: Essay in which you develop a human computation concept. 5 % of course grade.

UNIT FOUR: Cyberpsychology and Society -- November 15 through November 28

November 21: Ethics, A.I., Human Identity, and Posthumanism

Assignment Seven Due: Review of Grant Proposal. 5 % of course grade.

*****See readings that are due on companion reading list***

November 28: No class. Happy Thanksgiving.

UNIT FIVE: Final Projects, Final Exam – November 29 through December 12

December 5: Class Project Presentations (In Class) (**All final projects due**). 25 % of course grade.

-----End of classroom sessions-----

December 12: Take-home Final Exam Due. 15 % of course grade.

December 21 (Saturday): Final Grades Due

Class Grading:

- **Unit assignments (four essays at 5 % each):** 20%
- **Final Project:** 25%
- **Online Class:** 15%
- **Annotated Bibliography:** 10%
- **Review of Grant Proposal:** 5%
- **Quality of Class Participation/Attendance:** 10%
- **Take Home Final Exam:**15%
- **Total**100%

All assignments based on 100 points.

Required Texts:

Readings from our library will be assigned for each week as appropriate. See companion reading list.

Instructions for Annotated Bibliography:

Develop a short list of excellent readings for your classmates on the topic. (Five Max) Prepare an annotated bibliography with the complete citation and a short description of the article. Ideally, this will be on the topic you wish to pursue as your class project, but you may make adjustments throughout the class. Discuss why you liked it, why you think it is important and why it is worth a read. Eighty percent of your citations should be from scholarly journals, while the others may be from high-quality popular publications such as *Wired*, *MIT Technology Review* and others. Be prepared to share your research in class. We will post these to our class websites. Note: The actual bibliography for your final project should be more exhaustive than these five articles. Useful link:

http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html

Class Policies:

- In fairness to other students, no late assignments will be accepted without prior approval. To request an extension, email instructor with the request date before the deadline. You must keep records of all correspondence. Late assignments are highly discouraged.
- Attendance at class is expected. Please discuss absences beforehand with instructor. For each unexcused absence, 50 points will be deducted from your total grade.
- Grading for this class will follow the plus and minus construct
- Responses to phone calls or emails from instructor are expected within 24 hours.

- Students are expected to have done weekly assigned readings prior to class. **This is critical.**
- No extra credit is available.
- Please be courteous with the use of cell phones, iphones, twittering, surfing and other multi-tasking during class. Please do not do your homework for other classes in this class. These issues will affect your class participation grade.
- Please obtain approval from instructor for and recording of class sessions or related work.
- Academic dishonesty in any form will not be tolerated.
- The instructor reserves the right to make adjustments to the syllabus as needed.
- This class uses WEBCT and other elearning resources provided by the University for the posting of grades, lectures, blogging, discussion boards and other online activities. It is assumed you have access to this resource.
- Americans with Disabilities Act Compliance: It is the policy of UTD to provide reasonable and appropriate accommodations for individuals with documented disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity.