



MARYLAND APPLIED GRADUATE ENGINEERING

ENPM 645 Human Robot Interaction (0101, 0201, RO01)

Term: Fall 2024

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Credits: 3

Course Dates: From August 28, 2024 – December 4, 2024

Course Times:

Section 0101: Wednesday 7:00 - 9:40 pm and Online (Section RO01)

Section 0201: Wednesday 4:00 - 6:40 pm

Classroom: JMP2216(0101)/ JMP2116(0201)

Canvas/ELMS:

Course Description

Define the intersection of human-robot interactions to include human- computer interfaces as well as robotic emotions and facial expressions emulations. The result will provide a basis for students to assess the best approaches for interacting effectively with future robots. Since the areas of expertise extend across several technical fields, one or two guest speakers will be brought in for some of the classes. Areas to be covered include biologically-inspired robotics, cognitive robotics, cultural and social aspects of robotics, data mining, examples of human systems interfaces, and machine learning with respect to A.I. principles and limitations. Since this is meant to lay groundwork for you starting your own next-generation robotics business, it will also cover a few aspects of ethics, legal responsibilities, and detailed aspects of designing cyber-resilient (NOT cyber-secure = insufficient for HRI) architectures. **Prerequisites**

List course prerequisites, including technology or language requirements/expectations.

As a graduate course involving research in human-robot interaction, the students are expected to have technical undergraduate disciplines. An overview of A.I. fundamentals and data analytics would be a bonus, but not required. Research will be done by students for the semester project.

Learning Outcomes

After successfully completing this course you will be able to:

- Assess best approaches for interacting effectively with future robots.
- Consider ethics, legal responsibilities while developing robotics businesses.
- Use basic machine learning algorithms and aspects of neural networks.

Course Materials

Required Resources

- Book: No text required, research papers provided.

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Supplemental Resources (no purchase required)

- Readings: None / optional
- Hardware/Software: None / optional

Course Structure

This course includes both on-campus and online sections. To attend synchronously online, log into ELMS-Canvas at the time of the Section 0101 class [Thursday 7:00-9:40pm] and select “Video Conference” from the left side menu. This will open a Zoom link to the live classroom.

For asynchronous online students, all lectures will be recorded and made available on ELMS-Canvas under “Panopto Recordings/Video Lectures” within 24 hours of the class time. Be sure to review the recorded lecture in a timely manner.

On-campus students come to class prepared to engage with the lecture and materials. Online students, be sure to log into Canvas regularly and participate in discussions and activities. Regardless of the section you are enrolled in, participation is expected.

Please note that F1 students enrolled in the on campus section are required to attend in person. If you have a conflict on a particular day, please reach out to me in advance to discuss.

Communication Guidelines

Communicating with the Instructor

My goal is to be readily available to you throughout the semester. I can be reached by email at jschaff.umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS-Canvas (e.g., When is this assignment due? How much is it worth? etc.), but please DO reach out about personal, academic, and intellectual concerns/questions.

While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me on Mondays, Wednesdays and Fridays from 8:00am-10:00am EST.

When constructing an email to me please put “ENPM 645 (Section XXXX): Your Topic” in the subject line. This will draw my attention to your email and enable me to respond to you more quickly.

Additionally, please review [These tips for 'How to email a Professor'](#). By following these guidelines, you will be ensured to receive a timely and courteous response.

Finally, if you need to discuss issues not appropriate for the classroom and/or an email, we can arrange to talk by phone, over Zoom, or in person. Send me an email asking for a meeting and we can set something up.

Announcements

I will send IMPORTANT messages, announcements, and updates through ELMS-Canvas. To ensure you receive this information in a timely fashion, make sure your email and announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS-Canvas ([How to change notification settings in CANVAS](#)).

Log into our ELMS-Canvas course site at least once every 24-hour period to check your inbox and the Announcements page.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communicating with your Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Grading

Grade Breakdown

Assignment	Percentage %
Participation (This means reviews of guest speakers)	10%

Midterm	35%
Perspective (review of course / suggestions write-up)	5%
Group Projects	50%
Total	100%

Course Assignments

Participation & Engagement

- This course is interaction-intensive and includes interesting guest speakers who are experts in their domain, so an important class requirement is either a written assessment of those guest speakers' presentations followed by active discussions with the speakers, or a short write-up of your thoughts on their presentation. You are encouraged to engage the speakers to answer whatever questions you have on their presented topic area. Written summaries of guest lectures are due before the next class after the lecture.

Reading Assignments

- The readings for this course are diverse, including a sampling of works from design, cognitive psychology, HCI, computer science, robotics, A.I., etc. In some cases, the relevant reading is assigned to be done in time for a guest speaker's presentation, so that you can get the most out of the speakers' presentations. In other cases, the readings provide background for in-class discussions.
- **There will be timely addition to resources, with the rate of changes in AI, affecting scope of HRI.**
- Project documentation shall include:
 - Problem statement and measures of success / evaluation criteria
 - Design and User research results
 - Open source tools may be used: e.g. Octave (or similar Matlab variant), WEKA (or similar data mining toolset).
 - Initial & final storyboarding
 - Open design and open source for final working prototype system
 - Bibliography of sources investigated/used for this inquiry

Midterm Exam

- This will cover specific aspects of readings and speakers' key points.

Perspective

- Perspective is for any realizations that you may have from weeks 1-5. What have you become aware of, and what relationships have you learned? How can this course be improved? Please write up and submit for 5%.

Group / Semester Projects

- Overview:
The first week will include some project suggestions in the second half of the class period. Teams of 3-5 students will be assigned to a project; in exceptional cases individual projects may be done. Draft Project Statements that include project name and subject area & focus are due week 9. This will include reference to at least two refereed-journal published papers on the subject. The short presentation in weeks 13-14 is a description of your project's topic and your role in your team. You will be asked to make a brief presentation. Plan on 5 minutes of presenting using online tools or a projector in class, and a brief question or two from others. This presentation's bibliography must be populated as well. Explain the background research you (not the team) have done thus far (similar products, similar design processes, journal articles, papers, interviews, etc.) and how this has shaped your design process.

- This is the majority of your out-of-class work for the semester. You may perform this work in teams of 3-5, who will stay together throughout the semester. After forming teams early in the class, each team will select a scenario and application for which they will design a human-robot interactive conceptual design and prototype, not necessarily an actual hardware or software implementation (but encouraged, nevertheless). Each team will document their design and prototyping process. The final presentations shall include a conceptual demonstration of the HRI system, which may or may not include audience participation.
- Project should include:
 - presentation (PowerPoint, pdf, or extensive description with graphics) - this can be a collective effort with only a single submission of the presentation and related code, etc.
 - short write-up (suggested 2 pages describing the project, each member's contribution to the project, and how it all fits together). This is an individual effort, submitted by each student. It will show that you understand in general what your project and group were working on as well as showing your "expertise" area for the group, and contributions to the group project.
- Grading:
 - 30% week 13 -14 [approximate dates] each individual does a 5-minute overview of their work (10 minutes if this is an individual project). The remaining 20% will be given based upon the end of week 14 delivered / uploaded final project.
- Group projects are to be presented at or before week #14 class. Final submission (any edits / additional material) is due no later than the Saturday after week #14.

Grading Assignments

All assignments will be graded according to a predetermined set of criteria (i.e., rubric) which will be communicated to students before the assignment is submitted.

To progress satisfactorily in this class, students need to receive timely feedback. To that end, it is my intention to grade all assignments within **2 weeks(s)** of their due date. If an assignment is taking longer than expected to grade, students will be informed of when they can expect to see their grade.

Grade Computation

All assessment scores will be posted on ELMS/Canvas page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

It is expected that you will submit work by the deadline listed in the syllabus and/or on ELMS-Canvas. Late work will be penalized according to the late work policy described in the **Course Policies and Procedures** section below.

Grade Disputes: I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs

+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Course Schedule

Week #	Topic	Deliverable
1	HRI course goals and toolkits: software and hardware tools, focused on ML open-source resources and HW	
2	HRI Aspects: Teams and coordinated agents, modeling interactions, how to share information, HRI tasks (how to define and shape)	
3	Human robot interfaces: Robot ethics, cultural understanding, control and entropy, semantics, agency, and robot 'emotion', interface design, Trust, speech (language interface), reactive vs feedback control, cognitive robotics (merge AI & robotics)	
4	Human robot interfaces: Robot ethics, cultural understanding, control and entropy, semantics, agency, and robot 'emotion', interface design, Trust, speech (language interface), reactive vs feedback control, cognitive robotics (merge AI & robotics) (Continued)	
5	Machine learning	
6	Machine learning (Continued)	
7	Neural Networks	
8	Guest lecture (live/remote) – 16 th Oct	
9	Guest lecture (asynchronous) – 23 rd Oct	Draft Project Statements
10	Neural Networks and Mid Term Review -- 30 th Oct	Final Project Proposal
11	Test (Zoom for Q&A related to mid-term) – 6 th Nov	

12	Beyond A.I. -complexity / chaos, Bio-inspired design for HRI: Snake robots, Breazeal robots, Assistive devices, Bio aspects for robots (models for more human like motion for example) – 13 th Nov	
13	Semester Project Presentations – 20 th Nov	Brief Presentation on Group Project
---	Thanksgiving break – 27 rd Nov	
14	Semester Project Presentations – 4 th Dec	Brief Presentation on Group Project
15	Semester Project posted to Canvas / other delivery – 7 th Dec	Final Deliverables on ELMS

Note: This is a tentative schedule, and subject to change as necessary – monitor ELMS-Canvas for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Course Policies and Procedures

The University of Maryland's conduct policy indicates that course syllabi should refer to a webpage of courserelated policies and procedures. For a complete list of graduate course related policies, visit the [Graduate School website](#). Below are course-specific policies and procedures which explain how these Graduate School policies will be implemented in this class.

Satisfactory Performance

The Graduate School expects students to take full responsibility for their academic work and academic progress. The student, to progress satisfactorily, must meet all the academic requirements of this course. Additionally, each student is expected to complete all readings and any preparatory work before each class session, come to class prepared to make substantive contributions to the learning experience, and to proactively communicate with the instructor when challenges or issues arise.

Questions about Assignments

Please ask all questions you may have about an assignment by 7:00 PM the day before the assignment is due. Any questions asked after that time may not be answered in time for you to make changes to your work.

Late Work Policy

Assignments should be completed by the due date and time listed with the assignment, on the syllabus, and/or in the course calendar. If you are unable to complete an assignment by the stated due date, it is your responsibility to contact your instructor to discuss an extension, at least 24 hours BEFORE the assignment is due. Extensions are not guaranteed, but may be granted at the instructor's discretion.

Assignments submitted late will receive a 10% deduction in total grade per each calendar day late up to a maximum of three days late (i.e., there is a maximum of a 30% grade reduction for assignments submitted late). Work submitted more than three days late will not receive feedback and will automatically earn a grade of zero.

Religious Observance

It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.

Academic Integrity

For this course, some of your assignments will be collected via Turnitin on ELMS/Canvas. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, **collaboration on graded assignments is strictly prohibited unless otherwise stated.** Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Graduate Studies' full list of campuswide policies](#) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."***

If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!**

To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 OPEN NOTES	 USE BOOK	 LEARN ONLINE	 GATHER CONTENT With AI	 ASK FRIENDS	 WORK IN GROUPS
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Homework Assignments	✓	✓	✓	---	---	---
Midterm, Perspective and Participation	✓	✓	✓	---	---	---
Team Project	✓	✓	✓	✓	✓	✓

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

Tips for Succeeding in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Student Resources and Services

Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to

success in this course, and I encourage you to visit the [Counseling Center's Academic Resources](#) to learn more about the wide range of resources available to you. Below are some additional resources and services commonly used by graduate students. For a more comprehensive list, please visit the Graduate School's [Campus Resources Page](#).

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

Writing Center

Everyone can use some help sharpening their communication skills (and improving their grade) by visiting [The Graduate School's Writing Center](#) and schedule an appointment with them. Additionally, international graduate students may want to take advantage of the Graduate School's free [English Editing for International Graduate Students \(EEIGS\) program](#).

Health Services

The University offers a variety of physical and mental health services to students. If you are feeling ill or need nonemergency medical attention, please visit the [University Health Center](#).

If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at ocrsm.umd.edu.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.