# Automated Communication & Advocacy

Spring 2019

Mondays, 6:00p, ADMN, 305A

Office Hours: Mondays and Tuesdays 4:30-5:30p, LSAX 240

Dr. Miles Coleman

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## Catalog Description

In this course, students learn history and theory useful for thinking about automata as novel and effective modes of public engagement, persuasion, and user-experience. Students apply their learning about conversational interface design to research, plan, and execute an automated communication strategy/project such as a chatbot, web application, voice user experience, or other interactive automated experience aimed at dialogically engaging public advocacy.

## Course Outcomes

This course has been designed with the intent of building skill sets and knowledge within the arena of computational media, giving special focus to bots, conversational interfaces, and automated communication design. When you are done with this course you will be able to:

1. Identify contemporary types of automated communication and their uses.
2. Describe the history of automated communication technologies.
3. Demonstrate awareness of the ethical and legal implications of automated messaging.
4. Analyze audiences and use-cases of specific instances of computational media.
5. Systematically design and produce an automated communication experience.
6. Assess the usability/accessibility of a given piece of computational media.

## Course Website:

Course content is delivered via a Canvas page. But for direct access to the content of the course as an eBook, visit:

## [*Automated Communication and Advocacy: Making Messages “Move”*](https://autocomm.gitbook.io/autocomm/)

## Course Text:

Our required course text is available inexpensively as an eBook or as a physical copy.

Amir Shevat, *Designing Bots: Creating Conversational Experiences* (Sebastopol,

CA: O’Reilly Media).

## Program Level Outcomes this Course Supports

## DICE

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| I | **EXPLAIN KEY CONCEPTS IN COMPUTING:**This outcome focuses your ability to explain key concepts in computing, technological modes of production, and information/data flow. |

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| II | **EVALUATE RESEARCH SOURCES & DIGITAL TOOLS:**This outcome focuses on your ability to evaluate the relative strengths and weaknesses of research sources, digital tools, technologies, interfaces, and artifacts. |

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| III | **ANALYZE TECHNOLOGY USING INTERDISCIPLINARY THEORIES & METHODS:**This outcome focuses on your ability to analyze media, technology, and digital artifacts using interdisciplinary theories and methods. |

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| V | **DESIGN MULTIMODAL PROJECTS:**This outcome focuses on your ability to design multimodal projects that demonstrate an engagement with and advocacy for social justice issues and are informed by digital rhetoric and an understanding of audience. |

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| VI | **EFFECTIVE COMMUNICATION:**This outcome focuses on the student’s ability to demonstrate exemplary written and oral communication, interpersonal, and presentational skills |

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| Assignment | Point Value |
| Participation | 150 |
| Twitter Bot Concept and Image | 50 |
| Twitter Bot | 100 |
| Final Project Concept and Problem | 50 |
| Final Project Discovery and Feedback | 50 |
| Preliminary Chatbot and Script | 75 |
| Final Project Audience(s) and Character(s) | 50 |
| Expanded User-Personas and Bot Map(s) | 50 |
| Conversation Flows and Prototyping | 50 |
| Bot Deployment and Testing Plan | 50 |
| Final Bot Project | 325 |
| **Total Possible** | **1000 pts** |

# Policies and Resources

### University Resources

[CANVAS HELP](http://www.seattleu.edu/canvas/students/):

<http://www.seattleu.edu/canvas/students/>

[LIBRARY AND LEARNING COMMONS](http://www.seattleu.edu/learningcommons/): <http://www.seattleu.edu/learningcommons/>

[WRITING CENTER](https://www.seattleu.edu/writingcenter/): <https://www.seattleu.edu/writingcenter/>

[LEARNING ASSISTANCE PROGRAMS](https://www.seattleu.edu/learning-assistance/): <https://www.seattleu.edu/learning-assistance/>

[ACADEMIC INTEGRITY TUTORIAL](https://www.seattleu.edu/academicintegrity/): <https://www.seattleu.edu/academicintegrity/>

The following policies govern this course and comply with Seattle University policies.

### Support for Students with Disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296- 5740. Disability-based adjustments to course expectations can be arranged only through this process.

DISABILITY SERVICES:

<https://www.seattleu.edu/disabilities-services/>

### Academic Policies from the SU Registrar

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

ACADEMIC INTEGRITY POLICY:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>

ACADEMIC GRADING GRIEVANCE POLICY: <https://www.seattleu.edu/media/school-of-theology-and-ministry/Academic-Grading-Grievance-2004-07.pdf>

### Incomplete Grades

If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor’s note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university available on the Office of the Registrar website: [https://www.seattleu.edu/registrar/Policies.aspx (Links to an external site.)](https://www.seattleu.edu/registrar/Policies.aspx)

### Assignment Deadlines and Extensions

Assignment deadlines are visible on both the Course Syllabus and the Assignment List (as well as the individual Assignment pages themselves). You can always find links to those two pages in the left sidebar of the course.

Due to the nature of the work, and the online structure of the course materials, assignment deadlines will be automatically enforced. Generally, there will be no extensions to the assignment deadlines, primarily because falling behind on work in this course makes it exponentially more difficult to complete the course successfully.

Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web

site: https[://w](http://www.seattleu.edu/registrar/Policies.aspx)ww[.s](http://www.seattleu.edu/registrar/Policies.aspx)e[attleu.edu/registrar/Policies.aspx](http://www.seattleu.edu/registrar/Policies.aspx)

### Student Responsibilities for Learning

You are expected to budget 10 hours per week for this course. Most of the time, this will be adequate time to complete all of the requirements for each week. However, given the nature of the material in these courses, it is likely that some weeks will be more time-consuming than others due to complexity of concepts. Please communicate openly with your instructor about how the course is going and let your instructor know if you are regularly spending a lot more time to complete work. Additional tutoring or other assistance may be available depending on the nature of the issue. You are also encouraged to review the calendar at the beginning of the quarter to flag any weeks that seem to you to be especially full or challenging.

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| Date | Topic | Content | Assignments |
| Week 1 | Automated Communication | Types and Uses of Self-Moving Computational Media | Discussion: Machines as Communicators |
| Week 2 | Platforms, Ethics, Legality | Getting Communication Work Done Ethically and Legally | Platform Analysis |
| Week 3 | Social Bots | Machines as Advocates | Twitterbot Concept/Image |
| Week 4 | Message Scripting | Making Compelling Scripts | Twitterbot |
| Week 5 | Chatbots | Machines as Guides | Chatbot Persona |
| Week 6 | Conversational Interfaces | Making Effective Conversations | Chatbot Prototype |
| Week 7 | Speech-Driven Applications | Machines as Interlocutors | Conversation Map |
| Week 8 | Voice-Based Interfaces | Making Natural Voice Experiences | Voice-Based Prototype |
| Week 9 | User Testing | Data-Driven Script, Conversation, and Voice Design | Usability Analysis |
| Week 10 | Deployment/Continuous Improvement | Curating Automated Communication | [Final Bot Project](https://www.pullstring.com/product/getstarted?hsCtaTracking=c49044d7-eac4-44d0-927d-a72e75440ee7%7C95b48604-b863-4823-9478-ec2700674b45)/Plan for Continuous Improvement |