

ENGL 1101-A1/LMC 3403-A
Siri's Progeny: Voice and the Future of Interaction Design
Hall 103/6
MWF: 9:05-9:55 am

Instructor	Email	Office hours
Lauren Neefe	laneefe@gatech.edu	Highland Bakery (by Tech Tower) M noon-2 & by appointment
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Course Overview

This course links the first-year composition and technical communication curricula by exploring the hierarchy of the senses and questions of speech in human-computer interaction design. It asks students to conceptualize a world where speech has to be designed for specific and novel communicative interactions, as with Amazon's Alexa or Apple's Siri. It asks, "how do we make sense of what we hear?" What makes a good speech interaction? And how

can design concepts we use for visual and textual design be deployed in speech interaction design? The course seeks to build a vocabulary for thinking about modes of listening as well as speech or sound that doesn't rely on text and visual elements and cues. The course asks students to critically examine the fundamental similarities and differences between human-human interaction and human-computer interaction. Multimodal projects will include group presentations, blog forums, and a podcast that reconceives a present-day interface as a sound- and speech-directed experience.

Required Texts

- *Nass, Clifford and Scott Brave. Wired for Speech: How Voice Activates and Advances the Human-Computer Relationship.* Cambridge, MA:MIT Press, 2005
- *Sound Studies Reader.* Edited by. Jonathan Sterne. Routledge. Taylor & Francis Group.

Student Learning Outcomes

In addition to those [3403](#)/[1101](#) outcomes determined by the Writing and Communication Program and Georgia Tech more generally (click links to view), the following learning outcomes may be expected in this course:

- Acquisition of a foundational vocabulary for discussing and analyzing sounds, voices, and modes of listening
- Understanding of the basic principles of human-computer interaction
- Recognition of the interdependence of seeing and hearing in guiding interactive experiences
- Understanding of the sociocultural implications of design choices in speech-directed interaction.

WCP Learning Outcomes

This course follows the student learning outcomes established by the Writing and Communication Program (WCP).

Rhetoric	Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.	<ul style="list-style-type: none"> • Fashion artifacts that address the exigencies of diverse contexts, exhibiting effective persuasive strategies, tact, and sensitivity to theoretical, ethical and legal concerns. • Collect, craft, and present technical information in ways that convey a clear purpose to a specific audience.
Process	Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.	<ul style="list-style-type: none"> • Construct, select, craft, revise, and repurpose information to reflect individual, cultural, and/or organizational values. • Collaborate on artifacts that meet the needs of the specific audiences.
Modes & Media	Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal—singly and in combination. The context and culture of multimodality and multimedia are critical.	<ul style="list-style-type: none"> • Create WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) artifacts—such as memos, emails, proposals, reports, instructions, manuals, websites, and short and long presentations—that display strategic uses of generic and stylistic conventions.
Design	Documents and other artifacts should arrange visual elements according to consistent, efficient, and effective principles.	<ul style="list-style-type: none"> • Use theories and principles of document design to create and present accessible, comprehensible, and usable artifacts. • Integrate graphics to achieve maximum clarity in print documents, presentation slides, websites, and other artifacts.

Resources

Please familiarize yourself with these resources and use them while completing coursework throughout the semester.

- A free Gmail account. The account will be used to access Google Drive.
- Personal laptop. Bring your laptop to class regularly in order to access online work.
- T-square is used to collect assignments and display grades.
- Access to GT email account. Most correspondence will be conducted through email—it is the easiest way to get ahold of us, and our preferred way to get a hold of you. Course announcements will be made via email.
- Lynda.com (<http://lynda.gatech.edu>) is a valuable resource for learning how to use software with which you are not familiar. Training for use of software for this class is the student's responsibility.
- Multimedia Studio (<http://librarycommons.gatech.edu/multimedia.php>) in the Georgia Tech library provides access to software for creating multimodal projects and hardware including a plotter, color and black-and-white printers, scanner, and audio/recording equipment.
- Communication Center (<http://www.communicationcenter.gatech.edu>) in Clough 477 provides students assistance with developing, drafting, and revising all their communication multimodal artifacts. Additionally, the staff includes professional tutors especially trained to assist non-native speakers.
- Purdue On-line Writing Lab (OWL) (<https://owl.english.purdue.edu/owl/>) is a convenient and comprehensive writing resource that covers all facets of writing, including grammar and other writing conventions.

Grade Components & Assessment

	Weighting
Participation/In-class activities (100)	10%
Blog posts (50 65 85 = 200)	20%
Case Study Presentation (150)	15%
Interface User Analysis (150)	15%
Speech Interface Concept Podcast (200)	20%
Portfolio/Reflective Assignment (200pts)	20%
Total	100%

Measuring students' success in the class (i.e., course grades) is built around the process of creating, drafting, and revising projects. We expect students to read all instructor feedback on drafts/assignments and to see us during office hours or by appointment with questions or concerns.

Assignment Descriptions

Blog Posts (20% / 200 points)

In the first half of the semester, you will write three (3) blog posts in response to specific prompts related to the readings and concepts discussed in class. Each post should develop a central claim with specific, persuasive evidence. Each of the first two posts will be 300 words. The third post should be a 60- to 90-second audio post. The posts increase in value: the first is worth 50 points, the second 65, the third 85. (Written, Oral, Visual, Electronic, Nonverbal)

Case-Study Presentation (15% / 150 points)

In groups of four, you will select an interface or interactive situation to redesign. You will analyze and evaluate the existing interface or situation for what is and is not effective. You will then develop a claim about its potential as a speech-directed interaction, identifying what aspects of the situation will be addressed by a speech interface and projecting what problems will arise in designing a speech interface for this particular interaction. You will present your initial claim to the class orally with a supporting slide show or Prezi of 12 slides over 6 minutes. (Oral, Visual, Electronic, Nonverbal)

Interface-User Analysis (15% / 150 points)

In your project groups, you will collect initial user data from at least five (5) users on your speech-directed interface scenarios. Each group member will organize the data and present it in the form of a written analysis of 1,000 words. The analysis should describe the group's chosen speech-interaction scenario, assert the group's initial hypothesis or claim for the efficacy of the interface, characterize the potential user(s) and how they will use the interface, present the user data collected in graphic form, and reassess the initial hypothesis. (Written, Visual)

Speech-Interface Concept Podcast (20% / 200 points)

Project groups will create a four-minute TEDTalk-style podcast that proposes their final concept for a speech- and sound-directed interface. The podcast should make the case for the need and efficacy of the interface, characterize the users and their need for the interface, and include a scripted demonstration of the interface in action. (Oral, Visual, Electronic, Nonverbal)

Final Portfolio (20% / 200 points)

At the end of the term, you will assemble artifacts from the work you have done for the course into a portfolio of your performance. The portfolio will be introduced by a substantial essay that reflects on your strengths and weaknesses, successes and mistakes. All of the WOVEN modes should be represented in your portfolio. The deadline for portfolio submission is 3403/1101-A1: Fri. Dec. 9 by 10:50am

Participation (10% / 100 points)

Due every class period.

Don't you dare fall asleep on us. Your success and the success of this class depends on your active participation in the community we develop. You need to listen generously and respectfully to others' ideas, and you need to share your own, generously and respectfully. 1101 students: 10 points of your participation grade is earned by participating in the first-week video assignment and peer evaluation.

Fall 2016

WCP Common Policy and Class Policies

Peruse the Writing and Communication Program's common policies for [LMC 3403](#) and [ENGL1101/1102](#), including Learning Outcomes, Evaluation Equivalencies, the Evaluation Rubric, Attendance, Class Participation, Nondiscrimination, the Communication Center, Accommodations, Academic Misconduct, Syllabus Modifications, Dead Week, and the Reflective Portfolio.

Attendance

The program-wide attendance policy allows four (4) absences for ANY reason without penalty. Each absence beyond the fourth costs you a FULL LETTER GRADE off your FINAL GRADE. A total of eight (8) absences results in automatic failure in the course. If you have an extenuating circumstance that is compromising your ability to meet the basic requirements of the course, please [consult the Dean of Students](#) for counsel in how to proceed.

Late work

Late work is penalized in this class. Late work turned in within 72 hours of the deadline (due date and time) will be docked a single letter grade. Late work turned in after 72 hours receives a 0. I will consider extensions for students who contact me at least 72 hours in advance of the due date with a well-put reason for needing the extension.

Email

During the week (Mon.–Fri.), we will make every effort to respond to email within 24 hours. If a day passes and you don't hear from us, feel free to email us again with a gentle reminder. Do not count on us to respond to email over the weekend, between Friday afternoon and Monday morning.

Office hours

Our office hours are shown on the [Course Overview](#) page of this website. If you can't come during our scheduled hours, please feel free to schedule an appointment for another time by email or in person after class.

Non-Discrimination

This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside the class will not be tolerated.

Academic Misconduct

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

- Honor Challenge — <http://www.honor.gatech.edu/>
- Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>
- Process for academic misconduct — <http://www.osi.gatech.edu/plugins/content/index.php?id=15>

Final Instructional Class Days - December 5-6, 2016

- No tests or quizzes are to be administered on Final Instructional Class Days.
- Graded homework or assignments, course projects, demonstrations, and presentations may be due during Final Instructional Class Days, provided they are listed on the syllabus at the start of the semester.

Fall 2016

- All quizzes and tests should be graded and reported to students on or before the last final instructional day.

Reading Periods - December 7, 2016 (all day); December 8, 2016 (8am - 2:20pm); December 13, 2016 (8am - 2:20pm)

- No classes meet during Reading Periods.
- No assignments, projects, presentations, or other graded activities can be due or take place during Reading Periods.
- Instructors may schedule optional study review sessions for students during Reading Periods (but no credit or extra credit may be attached to these optional sessions).