

This assignment sequence is included in Rachael Graham Lussos' webtext "Twitter Bots As Digital Writing Assignments," published in Kairos: Rhetoric, Technology, Pedagogy, 22.2, available at http://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3ATwitterBots.

Classroom Discussion and Activities on Making Bots of Protest

1. Begin with a discussion of Sample's article, which students read as homework:
<https://medium.com/@samplereality/a-protest-bot-is-a-bot-so-specific-you-cant-mistake-it-for-bullshit-90fe10b7fbaa>
 - a. What is a protest bot? What is the criteria for classifying a protest bot?
 - b. What is Sample's justification for making protest bots?
 - c. How is this type of protest different from other types of protest?
2. In-class group assignment: Design an imitation of the @NRATally bot, but with a different topic of protest. Then briefly share your ideas with the class for comment.
3. In-class individual assignment: Think about what type of bot you want to build: its topic, its audience, how you might get your data, and how you might structure it. After a few minutes, share your ideas with the class, as time permits.