**ENGL 212: Topics in Critical Writing: Techno-Futures**

**Fall 2023 – Online**

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**Office hours (B 358 and Teams):** M/W 12:00-1:30 p.m. and by appointment

**Considerations before we begin this course:**

* ENGL 212 is a Category 10 course, meaning you will be writing a lot.
* This is an asynchronous course, meaning we will not be “meeting” for a virtual lecture nor will be meeting in person. You are responsible for completing each week’s module on time.
* Please read the course calendar, which is at the end of the syllabus, carefully. Note that some assignments are due at different times throughout the week, but all are due by 11:59 p.m. EST. If you are living in a different time zone, please make sure you take careful note of this requirement. No late assignments will be accepted. If you know there’s a conflict, submit your work early.

**Very important:** Ask yourself this question: “What will happen to my participation in this course if my computer goes down?” If the answer is “I am doomed,” then you should withdraw and register for a face-to-face section another time. You need to have backup technology plans, because a “down” computer will not excuse you from the work in this course. Please use a cloud-based storage system (such as Dropbox, Google Docs, or OneDrive) to save your work and have access to it in multiple locations.

**Class procedures**

This course is divided into modules. You are expected to complete the activities in each module by the due dates. While all of the modules are available “on demand,” the modules are **NOT** self-paced—that is, each week has different activities that must be completed in that week (i.e., discussion posts). You must complete all the activities in each module to earn credit. Please be aware that some modules will require you to comment on others’ discussion posts. Just as you would in a face-to-face class, you are expected to be active and participate in discussion with your classmates. Failure to do so will result in a lower grade.

Participation in this course is asynchronous. You are not expected to be online at the same time as the professor or as your peers, as long as you complete the assignments. Each week, all instructions and assignments, along with a description of the week's activities, are made available to you in the “Modules” tab.

Canvas is not a new tool at SVSU, and I do expect you to be well versed in using Canvas. However, if you need help, please refer to the extensive library of Canvas how-to videos and help pages: <http://guides.instructure.com/>

**Participation**

For this class, I strongly suggest you log on at least once a day, if for no other reason than just to keep up with what is going on in the course. I also want to reinforce that you should try to check the course at least one weekend day, even if you have completed the requirements for the week.

As in a face-to-face class, attendance does not equal participation. Merely logging in does not mean that you are participating in class.

I recommend that you treat this like a face-to-face class, meaning you set aside some time each week for you to “have class.” Even though we aren’t meeting, you should carve out specific time that you can devote to this course. That might mean two hours every Tuesday and Thursday, or it might mean three hours in the middle of the night. Whatever works for you, find a schedule and stick with it all semester. It will make keeping up with the course load much easier.

**Tone**

The objective of the discussions we will have should be collaborative rather than combative. Remember that even an innocent remark in the online environment can be easily misconstrued. Some suggestions to combat this are to carefully proofread your responses and to remember that humor online is sometimes difficult to carry off. Sarcasm is particularly difficult to get across in written form, so be careful. Disrespect will not be tolerated.

**Our classroom**

We will spend most of our time in class in following places:

* **Modules (direct access via “Modules” tab):** The entire semester is built around 16 weekly modules. In each module, you’ll find all the work to be completed that week. You should follow these in order.
* **Assignments (direct access via the “Assignments” tab):** Paper descriptions are available in the “Assignments” tab. You can also find these under the “Files” tab.
* **Discussion posts (direct access via the “Discussions” tab)**: This is where you will be participating in the Current Events discussions, Questions and Answers, and some other activities. The “Modules” link right to where you need to go for each activity.
* **Weekly updates (direct access via each weekly “Module”):** At the start of each week, I will post a short video discussing some of the issues of the week. These include, but are not limited to reviewing assignments, tricky ideas, points of interest and confusion, answers to questions, etc. I will post the weekly update at the beginning of each weekly module.
* **Watch, Read (direct access via each weekly “Module” tab)**: Most weeks, you will be required to watch videos, read articles, or peruse a website. All of these are noted on the syllabus and are linked in the “Modules.” These assignments are self-explanatory.
* **Pages (direct access via the “Pages” tab)**: This tab is a collection of smaller pages containing items we’ll be using this semester. These include your “Groups” (see note below), where you will sign-up for Current Events, and other actions. All of this will be linked in the “Modules.”
* **Office Hours:** My office hours are a time that I set aside to help you. If you have questions about course work, grades, or other concerns, you are welcome to “stop by.” I’ll login to the “Chat” function on Canvas, but please note that anything written in the chat remains there all semester. If you’d prefer to meet confidentially in Teams, I’ll be there, too! Alternatively, you can email me anytime with questions.

*A note about “groups”*: Each student will be assigned into one of four groups: A, B, C, or D. Most weeks, these groups will have some task to accomplish. Sometimes, this task will involve annotating our reading and viewing while other weeks you will have to respond to others. More specific instructions will be in the actual module itself. The groups are listed under “Pages” 🡪 “Group Assignments.”

**Course textbooks**

You might notice that we do not have any textbooks. All our texts (this includes readings and viewings) are weblinks. If you prefer to print out your materials, you should factor in that cost for the semester. However, you are not required to print anything if you don’t want to.

**Technology requirements**

To have success in this class, you are expected to access and use Canvas regularly. You should also have access to a cloud-based storage system (as noted above). For your papers, you must use some sort of word processing software. Office 365 is available to all SVSU students for free, which I encourage you to use. Additionally, you must have access to a means of creating and posting a video. This could simply be taking a video on your phone, tablet, or computer.

**Required technology to access:**

ChatGPT (3.5 or 4.0): <https://chat.openai.com/auth/login>

Claude 2: <https://claude.ai/login>

Bing: <https://www.bing.com/new?form=MY028Z&OCID=MY028Z>

Bard: <https://bard.google.com>

Humata: <https://www.humata.ai/>

Podcastle: <https://podcastle.ai/>

Perplexity: <https://www.perplexity.ai/>

Other tools as they are released and/or we discover them

**Assignments**

*Further details about assignments can be found under the “Assignments” and “Files” tabs on Canvas.*

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| **Assignment** | **Percentage of final grade** | **Due date** |
| Reading annotations and responses | 26%  (2% each) | Almost weekly—check modules and/or syllabus |
| Synthesis Essays | 16%  (4% each) | Synthesis #1: Sunday, September 10  Synthesis #2: Sunday, October 15  Synthesis #3: Sunday, November 19  Synthesis #4: Saturday, December 16 |
| Interview Assignment | 7% | Sunday, September 24 |
| Play Assignments | 15%  (5% each) | Phase 2: AR apps: Sunday, October 1  Phase 3: Replika: Sunday, October 29  Phase 4: Quick Draw, Blob Opera, Craiyon: Sunday, December 3 |
| Play Assignments, Discussion Board Screenshots | 6%  (2% each) | Phase 2: AR apps: Sunday, October 1  Phase 3: Replika: Sunday, October 29  Phase 4: Quick Draw, Blob Opera, Craiyon: Sunday, December 3 |
| Current Events Video Presentation | 4% | For Current Events #1: Monday, October 9:  *Presenters:* Your Video Presentation is due on Canvas by 11:59 p.m. on Monday, October.  For Current Events #2: Monday, November 6:  *Presenters:* Your Video Presentation is due on Canvas by 11:59 p.m. on Monday, November 6. |
| Current Events Participation (on the week you’re not “presenting”) | 4% | For Current Events #1: Monday, October 9:  *Non-Presenters:* Your responses to all questions are due by 11:59 p.m. on Sunday, October 15.  For Current Events #2: Monday, November 6:  *Non-Presenters:* Your responses to all questions are due by 11:59 p.m. on Sunday, November 12. |
| Current Events Summary Report | 4% | For Current Events #1: Monday, October 9:  Sunday, October 22.  For Current Events #2: Monday, November 6:  Sunday, November 19. |
| Annotated Bibliography | 8% | Sunday, November 5 |
| Evaluation Essay | 10% | Sunday, December 10 |

All assignments will use the ENGL 212 rubric, which can be found at the end of this syllabus (following the course calendar).

**Grading Scale**

↑95%: A

↑90%: A-

↑87%: B+

↑83%: B

↑80%: B-

↑77%: C+

↑73%: C

↑60%: D

0%: F

All grades will be posted on Canvas. I will not share grades on social media.

*A note on the grading scale*: SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

*A note about extra credit and extensions*: I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

**Late work is unacceptable.** Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 9 a.m. the next morning. If you do not receive a confirmation e-mail, I did not receive your paper. If Canvas isn’t working, please email me your work.

**Accessibility and Non-Discrimination Clause**

Students who need accommodations are encouraged to meet with the instructor or contact the SVSU Office of Accessibility Resources and Accommodations (phone: 989-964-4168).SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

**Academic Integrity Policy**

In ENGL 212 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment. I reserve the right to use Turn It In if necessary.

The full Academic Integrity Policy can be found here: <http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/>

**Writing Center Information**

One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available by appointment.

This year, the Writing Center will offer improved support around podcasting and AI writing technologies (LLMs). Students can schedule an appointment by visiting: [https://www.svsu.edu/writingcenter/bookanappointment/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.svsu.edu%2Fwritingcenter%2Fbookanappointment%2F&data=05%7C01%7Ckrlacey%40SVSU.edu%7C9490849c4e2a450e948c08dba31e84cd%7C550f45ff3e8342a197d970ad8935b0c5%7C0%7C0%7C638283123705607860%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=YX6dZrqY3d6mF0wnhNIOZznuDF3Kq%2FTYXspio7QrwWs%3D&reserved=0)

The Writing Center has a series of presentations planned for this fall on different AI writing topics. Students and faculty are welcome. We also plan to record these and post them on our website. The dates and topics are:

September 1, 12pm, in Z250: Using AI to generate topic sentences, transitions, and concluding information

September 29, 12pm, in Z250: Generate supporting information (and more!) with Humata and Claude AI

October 27, 12pm, in Z250: Google's AI tools

November 17, 12pm, in Z250: Using AI to generate outlines and pre-write

**Course Calendar**

Important notes:

* I anticipate this calendar changing as AI tools are developed and released. This calendar is a good indicator of where I’d like the semester to go, but remaining flexible is something we will keep in mind!
* **Not all assignment due dates will appear on Canvas’ “To Do” list.**
* Make sure you read through and complete the entire module for each week. The “Module work” listed below is simply a checklist of weekly requirements. Each part of the modules has very specific directions.
* Please note: our final assignment of the semester is due on a Saturday, not Sunday like most other major assignments.
* Please note: There are four “phases” shaded in light gray. I will be referring to these groupings throughout the semester. Please be aware of them.

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| **Phase 1: Techno-Panics Through History** |
| **Week 1: Monday, August 28-Sunday, September 3**   * 1. Welcome!   2. Watch   Weekly Update #1   * 1. Discussion Post   Introduction   * 1. Read   “4 Thought-Provoking Questions to Spark Conversation”:  <https://ideas.ted.com/4-thought-provoking-questions-to-spark-conversation/>   * 1. Discussion post   Respond to 4 questions in TED article   * 1. Watch   Introduce Interview Essay   * 1. Watch   Introduce Synthesis Essays   * 1. Read   “Enough Technopanic: Time to Move into the 21st Century”  <https://www.courant.com/opinion/op-ed/hc-op-huddleston-technopanic-0105-20200105-pxi7y24cp5dgbiqv5ogpfmsilu-story.html>  “History’s Greatest Technopanics”  <http://www.bbc.com/future/story/20160701-historys-greatest-technopanics>   * 1. Watch   “Adam Thierer on Technopanics” (2:38)  <https://www.youtube.com/watch?v=Ss1NiN3q1WM>  “Ray Kurzweil’s Craziest Predictions about the Future” (12:16)  <https://www.youtube.com/watch?v=YaZRx7qoYdU>  **1.10** Annotations and Responses  Group A: Evidence-based stance annotation  Group B: Claim annotation  Group C: Textual question annotation  Group D: Responses |
| **Week 2: Monday, September 4-Sunday, September 10**   * 1. Watch   Weekly Update #2   * 1. Watch   Introduce Current Events Assignment   * 1. Read   “Worry Less about the March of the Robots, More about Techno Panic”  <https://www.theguardian.com/commentisfree/2018/feb/25/worry-less-about-march-of-robots-more-about-techno-panic>  “Americans Are More Afraid of Robots Than Death”  <https://www.theatlantic.com/technology/archive/2015/10/americans-are-more-afraid-of-robots-than-death/410929/>  “When People Feared Computers”  <https://www.theatlantic.com/technology/archive/2015/03/when-people-feared-computers/388919/>  “New Technology Has Always been Scary”  https://medium.com/pronouncedkyle/new-technology-is-always-scary-8bf977a13773 “Humans and Our Alarming Fear of Robots”  https://www.discovermagazine.com/mind/humans-and-our-alarming-fear-of-robots   * 1. Annotations and Responses   Group D: Evidence-based stance annotation  Group A: Claim annotation  Group B: Textual question annotation  Group C: Responses   * 1. Reminder   Synthesis #1 due Sunday |
| **Phase 2: The Future of the Body** |
| **Week 3: Monday, September 11-Sunday, September 17**  **3.1** Watch  Weekly Update #3  **3.2** Watch  Introduce Play Assignment  **3.3** Read  “The Bionic-Hands Arm Race”  <https://spectrum.ieee.org/amp/bionic-hand-design-2657889272>  “Scientists Added a Sense of Touch to a Mind Controlled Robotic Arm” <https://singularityhub.com/2021/05/24/scientists-added-a-sense-of-touch-to-a-mind-controlled-robotic-arm/?fbclid=IwAR3GGLjFxaPl3j4a-EwZrCVWdvWC8Gx2pcUNw_QDp59IKRdKabv5vei6TO8>  “The World’s Most Advanced Bionic Arm”  <https://www.freethink.com/articles/everything-wanted-know-worlds-advanced-bionic-arm>  A New Era for Bionic Limbs  https://www.embs.org/pulse/articles/a-new-era-for-bionic-limbs/  “The Future of Bionic Limbs”  https://researchfeatures.com/future-bionic-limbs/   * 1. Watch   “8 Year-Old-Boy Tests an Iron Man Bionic Arm for First Time” (1:27)  <https://www.fox5ny.com/news/8-year-old-boy-tests-an-iron-man-bionic-arm-for-first-time>  “Beyond Bionics: How the Future of Prosthetics is Redefining Humanity” (15:31)  <https://www.youtube.com/watch?v=GgTwa3CPrIE>  “Engineers Created a New Bionic Arm That Can Grow with You” (4:29)  <https://www.youtube.com/watch?v=luHmXHEpF7w>  “The New Bionics That Let Us Run, Climb, and Dance” (18:57)  <https://www.ted.com/talks/hugh_herr_the_new_bionics_that_let_us_run_climb_and_dance>  “My 12 Pairs of Legs” (9:55)  <https://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics>   * 1. Annotations and Responses   Group C: Evidence-based stance annotation  Group D: Claim annotation  Group A: Textual question annotation  Group B: Responses |
| **Week 4: Monday, September 18-Sunday, September 24**   * 1. Watch   Weekly Update #4   * 1. Watch   Introduce Annotated Bibliography   * 1. Read   “15 Features, Forms and Functions That May Soon be Coming to Wearable Tech”  <https://www.forbes.com/sites/forbestechcouncil/2023/01/09/15-features-forms-and-functions-that-may-soon-be-coming-to-wearable-tech/?sh=13454a8239ab>  “Increasing Patient Engagement Through the Use of Wearable Technology”  <https://www.npjournal.org/article/S1555-4155(18)31275-3/pdf>  “Peloton Reportedly Working on Digital Heart Rate Wearable Device”  <https://www.usatoday.com/story/tech/2021/06/23/peloton-armband-company-reportedly-working-heart-rate-wearable/5318245001/>  “The Next Step for Wearables Could be Illness ‘Warning Lights’”  <https://www.theverge.com/2021/6/15/22535204/apple-watch-fitbit-oura-wearables-illness-prediction>  “A Day in the Life of Wearable Tech”  <https://time.com/see-the-wearable-tech-of-the-future/>  How the Apple Watch Saved a Woman’s Life  <https://whnt.com/reviews/br/electronics-br/wearable-technology-br/how-the-apple-watch-saved-a-womans-life-in-maine/>  Husband Sentenced to 65 Years in Fitbit Murder Case  https://www.yahoo.com/news/husband-sentenced-65-years-fitbit-200501152.html   * 1. Watch   “Exploring the Future of Wearable Technology” (video in article)  <https://spacecenter.org/exploring-the-future-of-wearable-technology/>  “The Tech of Health” (video in article)  <https://www.silicon.co.uk/e-innovation/wearable/the-tech-of-health-how-wearable-technology-is-the-key-to-long-term-fitness-347913?cmpredirect>   * 1. Annotations and Responses   Group B: Evidence-based stance annotation  Group C: Claim annotation  Group D: Textual question annotation  Group A: Responses   * 1. Reminder   Interview Essay due Sunday |
| **Week 5: Monday, September 25-Sunday, October 1**   * 1. Watch   Weekly Update #5   * 1. Read   “Here’s How Far Cryonic Preservation Has Come in the 50 Years Since ‘Bedford Day’”  <https://www.nbcnews.com/mach/innovation/preserving-bodies-deep-freeze-50-years-later-n707856>  “Why Cryonics Makes Sense”  <https://waitbutwhy.com/2016/03/cryonics.html>  “Why Freezing Yourself Is A Terrible Way to Achieve Immortality”  <https://gizmodo.com/why-freezing-yourself-is-a-terrible-way-to-achieve-immo-1552142674>  “Frozen in Time: Inside the Facility Preserving the Dead through Cryonics”  <https://www.cnet.com/pictures/frozen-in-time-inside-alcor-life-extension-the-facility-preserving-the-dead-through-cryonics/>  “The Cryonics Industry Would Like to Give You Last Year, and Many More, Back”  <https://www.nytimes.com/2021/06/26/style/cryonics-freezing-bodies.html>  “Horror Stories of Cryonics: The Gruesome Fates of Futurists Hoping for Immortality”  <https://bigthink.com/the-future/cryonics-horror-stories/>  “Why the Sci-Fi Dream of Cryonics Never Died”  <https://www.technologyreview.com/2022/10/14/1060951/cryonics-sci-fi-freezing-bodies/>   * 1. Watch   “A Roadmap to End Aging” (22:45)  <https://www.ted.com/talks/aubrey_de_grey_says_we_can_avoid_aging>  “Die. Freeze Body. Store. Revive.” (12:18)  <https://www.theatlantic.com/video/index/591979/cryonics/?gclid=Cj0KCQjwp4j6BRCRARIsAGq4yMHK8sXuNI1T-RDekw4wweL4E99toq0Flwn2mTzQLkPAb5HtlaMA6jQaAiYGEALw_wcB>   * 1. Annotations and Responses   Group A: Evidence-based stance annotation  Group B: Claim annotation  Group C: Textual question annotation  Group D: Responses   * 1. Reminder   Play Assignment: AR Apps due Sunday |
| **Week 6: Monday, October 2-Sunday, October 8**  **6.1**  Watch  Weekly Update #6  **6.2** Read  “Bioart: The Discipline of Straddling Art and Science  <https://www.soundoflife.com/blogs/design/bioart-art-science-bioartists>  “Bioart: The Ethics and Aesthetics of Using Living Tissue as a Medium”  <https://www.wired.com/2011/07/bioart/>  “What is Bio Art?”  <https://www.artdex.com/what-is-bio-art/>  “Bio-art”  <https://www.embopress.org/doi/full/10.15252/embr.201948563>  “Extended-Body: Interview with Stelarc”  <https://web.stanford.edu/dept/HPS/stelarc/a29-extended_body.html>  “BioArt Grows in Popularity (And on its Own)”  <https://www.thecrimson.com/article/2023/3/9/symbionts-biology-art-exhibit/>  **6.3**  Browse/Click Around  <https://www.glofish.com/about/glofish-science/>  <http://stelarc.org/projects.php>  <http://www.ekac.org/gfpbunny.html>  **6.4** Annotations and Responses  Group D: Evidence-based stance annotation  Group A: Claim annotation  Group B: Textual question annotation  Group C: Responses  **6.5 Reminder**  Current Events next week! |
| **Week 7: Monday, October 9-Sunday, October 15**   * 1. Watch   Weekly Update #7   * 1. *Presenters:* Video presentation: 3-4 minutes   *Non-presenters*: Discussion participation: 25-word response to each question from each presenter   * 1. Reminder   Synthesis #2 due Sunday |
| **Phase 3: Intelligent Systems** |
| **Week 8: Monday, October 16-Sunday, October 22**   * 1. Watch   Weekly Update #8   * 1. Watch   Introduce Evaluation Essay   * 1. Read   “Why the Queen of Shitty Robots Renounced Her Crown”  <https://tinyurl.com/yxtr3rex>  “Brickit’s AI Camera Scans Your LEGO to Suggest Things You Can Build”  https://petapixel.com/2021/07/01/brickits-ai-camera-scans-your-lego-to-suggest-things-you-can-build/?fbclid=IwAR0Fyc8nYcDvwOI-Aiw3YLFpl-JAVOFJmvMBl23adpYqkyvOyZy3euOj1w8   * 1. Watch   “Robot Queen Simone Giertz Tours Her Mad Laboratory” (7:00)  <https://www.wired.com/video/watch/robot-queen-simone-giertz-tours-her-mad-laboratory>   * 1. Browse/Click Around   <https://www.ibm.com/watson/>   * 1. Read   “How IBM Watson Overpromised and Underdelivered on AI Health Care”  <https://spectrum.ieee.org/biomedical/diagnostics/how-ibm-watson-overpromised-and-underdelivered-on-ai-health-care>  “Why IBM Watson Health Could Never Live up to the Promises”  <https://medcitynews.com/2021/04/why-ibm-watson-health-could-never-live-up-to-the-promises/>   * 1. Watch   “How Does IBM Watson Work” (6:14)  <https://www.youtube.com/watch?v=r7E1TJ1HtM0>  “Watson and the *Jeopardy!* Challenge” (3:45)  <https://www.youtube.com/watch?v=P18EdAKuC1U>   * 1. Annotations and Responses   Group C: Evidence-based stance annotation  Group D: Claim annotation  Group A: Textual question annotation  Group B: Responses   * 1. Reminder   Current Events #1: Presenter’s Summary Reports due Sunday |
| **Week 9: Monday, October 23-Sunday, October 29**   * 1. Watch   Weekly Update #9   * 1. Browse/Click Around   <https://www.hansonrobotics.com/sophia/>   * 1. Read   “Why Westerners Fear Robots and the Japanese Do Not”  <https://www.wired.com/story/ideas-joi-ito-robot-overlords/>  “The Psychology Behind Our Feelings about Robots”  <https://www.goethe.de/ins/gb/en/kul/zut/rob/22912887.html>  “4 Misconceptions of Robots”  <https://www.mentalfloss.com/posts/robot-misconceptions>  “The Complicated Truth about Sophia the Robot—an Almost Human Robot or PR Stunt”  <https://www.cnbc.com/2018/06/05/hanson-robotics-sophia-the-robot-pr-stunt-artificial-intelligence.html>  “How MIT Helped a Blind Robot Teach Itself to Walk in 3 Hours”  <https://www.forbes.com/sites/johnkoetsier/2022/07/21/how-mit-helped-a-blind-robot-teach-itself-to-walk-in-3-hours/?sh=4d0b9c08739b>   * 1. Watch   “We Talked to Sophia” (3:38)  <https://www.youtube.com/watch?v=78-1MlkxyqI>  “Robotic Lightning Bugs Take Flight” (video in article) (1:08)  <https://news.mit.edu/2022/robotic-actuator-fly-0621>  “Robots Play with Play-Doh” (video in article) (2:08)  <https://news.mit.edu/2022/robots-play-play-dough-0623>  “CES 2019: AI Robot Sophia Goes Deep at Q&A” (6:07)  <https://www.youtube.com/watch?v=T4q0WS0gxRY>  “Mini Cheetah is First Four-Legged Robot to do a Backflip” (1:45)  <https://news.mit.edu/2019/mit-mini-cheetah-first-four-legged-robot-to-backflip-0304>   * 1. Annotations and Responses   Group B: Evidence-based stance annotation  Group C: Claim annotation  Group D: Textual question annotation  Group A: Responses   * 1. Reminder   Play Assignment: Replika due Sunday |
| **Week 10: Monday, October 30-Sunday, November 5**   * 1. Watch   Weekly Update #10   * 1. Read   “Autonomous Vehicles Factsheet”  <https://css.umich.edu/publications/factsheets/mobility/autonomous-vehicles-factsheet>  “’Self-Driving’ Cars Are Still A Long Way off. Here Are Three Reasons Why”  <https://theconversation.com/self-driving-cars-are-still-a-long-way-off-here-are-three-reasons-why-159234>  “It’s 2020. Where are Our Self-Driving Cars?”  <https://www.vox.com/future-perfect/2020/2/14/21063487/self-driving-cars-autonomous-vehicles-waymo-cruise-uber>  “’Peak Hype’: Why the Driverless Car Revolution Has Stalled”  <https://www.theguardian.com/technology/2021/jan/03/peak-hype-driverless-car-revolution-uber-robotaxis-autonomous-vehicle>  “The Costly Pursuit of Self-Driving Cars Continues on. And on. And on.”  <https://www.nytimes.com/2021/05/24/technology/self-driving-cars-wait.html>  “Driverless Cars Shouldn’t be a Race”  <https://www.nytimes.com/2022/08/11/technology/driverless-cars.html>  “Driverless Cars: Experts Warn No Easy Answer to How Safe They Should be”  <https://www.bbc.com/news/technology-62598618>   * 1. Watch   “Tony Seba on the Driverless Car Disruption” (17:25)  <https://www.youtube.com/watch?v=xg03UUYKG1s>  “I Took a Ride in Waymo’s Fully Driverless Car” (7:25)  <https://www.youtube.com/watch?v=__EoOvVkEMo>  “The Ethical Dilemma of Self-Driving Cars” (4:16)  <https://www.ted.com/talks/patrick_lin_the_ethical_dilemma_of_self_driving_cars>  “How a Driverless Car Sees the Road” (15:30)  <https://www.ted.com/talks/chris_urmson_how_a_driverless_car_sees_the_road>   * 1. Annotations and Responses   Group A: Evidence-based stance annotation  Group B: Claim annotation  Group C: Textual question annotation  Group D: Responses   * 1. Reminder!   Annotated Bibliography due Sunday!   * 1. Reminder   Current Events next week! |
| **Week 11: Monday, November 6-Sunday, November 12**   * 1. Watch   Weekly Update #11   * 1. *Presenters:* Video presentation: 3-4 minutes   *Non-presenters*: Discussion participation: 25-word response to each question from each presenter |
| **Phase 4: Creative Computing** |
| **Week 12: Monday, November 13-Sunday, November 19**   * 1. Watch Weekly Update #12   2. Read   “AI & Myths of Creativity”  <http://manovich.net/content/04-projects/167-artificial-aesthetics/artificial_aesthetics.chapter_4.pdf>  “Art, Music, Images”  <https://www.artistinthemachine.net/art-music-images/>  “How Generative AI Can Augment Human Creativity”  <https://hbr.org/2023/07/how-generative-ai-can-augment-human-creativity>  “AI Could Help Free Human Creativity”  <https://time.com/6289278/ai-affect-human-creativity/>   * 1. Annotations and Responses   Group D Evidence-based stance annotation  Group A: Claim annotation  Group B: Textual question annotation  Group C: Responses   * 1. Reminder   Synthesis #3 due Sunday   * 1. Reminder   Current Events #2: Presenters’ Summary Reports due Sunday |
| **Week 13: Monday, November 20-Sunday, November 26**  **13.1**  Thanksgiving Break: Take a breather 😊 |
| **Week 14: Monday, November 27-Sunday, December 3**  **14.1** Watch  Weekly Update #14  **14.2** Read  “The Surreal Comedy Bot That’s Turning AI into LOL”  <https://www.wired.com/story/botnik-ai-comedy-app/>  “Artificial Intelligence is Coming for Our Faces”  <https://www.wired.com/story/artificial-intelligence-fake-fakes/>  Play “Which Face is Real”  <http://www.whichfaceisreal.com/>  “The Rise of AI Art—and What It Means for Human Creativity”  <https://singularityhub.com/2019/06/17/the-rise-of-ai-art-and-what-it-means-for-human-creativity/>  **14.3** Watch  “How This Guy Uses A.I. to Create Art (10:32)  <https://www.youtube.com/watch?v=I-EIVlHvHRM&fbclid=IwAR2gZ6fKorgm3TwB5PU8oEgBXJ_EqONlFawbwA4ksz-uZsAK2UbqnY7tpgI>  **14.4** Annotations and Responses  Group C: Evidence-based stance annotation  Group D: Claim annotation  Group A: Textual question annotation  Group B: Responses  **14.5** Reminder  Play Assignment: Quick Draw, Blob Opera, Craiyon, and TextFX |
| **Week 15: Monday, December 4-Sunday, December 10**  **15.1** Watch  Weekly Update #15  **15.2** Course Evaluations  **15.3** Read  “What are Deepfakes—and How Can You Spot Them?”  <https://www.theguardian.com/technology/2020/jan/13/what-are-deepfakes-and-how-can-you-spot-them>  “Deepfakes Are Amazing. They’re Also Terrifying for or Our Future”  <https://www.popularmechanics.com/technology/security/a28691128/deepfake-technology/> “Can a Deepfake Company be Ethical?”<https://qz.com/2123102/can-deepfakes-be-ethical>“How Deepfake Technology is Bringing Loved Ones ‘Back’ from the Dead”<https://www.dazeddigital.com/science-tech/article/52379/1/deepfake-technology-dead-afterlife-kardashian-kanye-west-aliza>“‘It’s Fan Fiction For Music’: Why Deepfake Vocals of Music Legends Are on the Rise”<https://www.billboard.com/amp/articles/columns/hip-hop/9596987/deepfake-music-imitations-history?curator=MediaREDEF> “10 Deepfake Examples that Terrified and Amused the Internet”  <https://www.creativebloq.com/features/deepfake-examples>  “Inside the Strange New World of being a Deepfake Actor”  <https://www.technologyreview.com/2020/10/09/1009850/ai-deepfake-acting/>  **15.4** Watch  “Top 10 Deepfake Videos”  <https://www.youtube.com/watch?v=-QvIX3cY4lc>  "Deepfake Queen"  <https://www.youtube.com/watch?v=IvY-Abd2FfM>  “Deepfake Queen: The Making of Our 2020 Christmas Message”  <https://www.youtube.com/watch?v=alc6R_UfPkc>  “This is Not Morgan Freeman”  <https://tinyurl.com/7bk7nxwa>  **15.5** Annotations and Responses  Group B: Evidence-based stance annotation  Group C: Claim annotation  Group D: Textual question annotation  Group A: Responses  **15.6** Reminder  Evaluation Essay due Sunday  **15.7** Reminder  Synthesis #4 due **Saturday**, December 16!  **15. 8** Bye and thank you! |
| **Week 16: Monday, December 11-Saturday, December 16**  **16.1** Reminder  Synthesis #4 due **Saturday**, December 16! |

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|  | **A range (advanced)** | **B range (target)** | **C range (developing)** | **D/F range (entry level)** |
| **Context, Audience, Purpose**  Write in a manner responsive to the context, the audience, and the purpose of the assigned task(s). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., incorrectly assumes the instructor or self are the audience). |
| **Conventions**  Use conventions particular to a specific genre or discipline, including organization, content, presentation, formatting, and/or stylistic choices. | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Research**  Employ high quality, credible, relevant sources to develop ideas that are appropriate for the discipline or genre of the writing. | Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. |
| **Critical Thinking**  The evaluation of information and ideas to synthesize conclusions in order to affirm existing perspectives and solutions or propose new ones. | Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources. Synthesizes existing ideas or information to take a position. Affirms existing ideas or proposes new ones. | Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources. Synthesizes existing ideas or information to take a position. | Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources. | Identifies a conclusion based on given information. Superficially evaluates conclusion. |
| **Effective Communication**  Exchange of information, regardless of medium, between two or more people wherein the intended message is purposefully designed and delivered. | Delivery of information is highly coherent. Communication achieves stated purpose. Communication aligns with intended audience. Uses conventions appropriate to a particular medium in a sophisticated way. | Delivery of information is coherent. Communication achieves stated purpose. Communication aligns with intended audience. Follows conventions appropriate to a particular medium. | Intended information is delivered. Communicates with a clearly-stated purpose. Follows conventions appropriate to a particular medium in a rudimentary way. | Information is delivered. Communication lacks a clearly-stated purpose. Shows an awareness of conventions appropriate to a particular medium. |