

ENGL 212: Topics in Critical Writing: Techno-Futures
Winter 2024 – Online

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Online office hours (Teams and Canvas chat): Tu/Th 10:00-11:15 a.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. 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 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.

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.

Assignments

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

Assignment	Percentage of final grade	Due date
Weekly Reflections	26% (2% each)	Almost weekly—check modules and/or syllabus
Response Essays	20% (5% each)	Response #1: Monday, January 29 Response #2: Monday, March 4 Response #3: Monday, April 15 Response #4: <u>Saturday</u> , May 4
Interview Assignment	7%	Monday, February 12
Play Assignments: Reflection	12% (4% each)	PA #1: AR apps: Monday, February 19 PA #2: Replika: Monday, March 25 PA #3: Quick Draw, Blob Opera, Craiyon, and TextFX: Monday, April 22
Play Assignments: Discussion Board Screenshots	6% (2% each)	PA #1: AR apps: Monday, February 19 PA #2: Replika: Monday, March 25 PA #3: Quick Draw, Blob Opera, TextFX, and Craiyon: Monday, April 22
Current Events Video Presentation	4%	For Current Events #1: Tuesday, February 27: <i>Presenters:</i> Your Video Presentation is due on Canvas by 11:59 p.m. on Tuesday, February 27. For Current Events #2: Tuesday, April 2: <i>Presenters:</i> Your Video Presentation is due on Canvas by 11:59 p.m. on Tuesday, April 2.
Current Events Participation (on the week you’re not “presenting”)	4%	For Current Events #1: Tuesday, February 27: <i>Non-Presenters:</i> Your responses to all questions are due by 11:59 p.m. on Monday, March 4. For Current Events #2: Tuesday, April 2: <i>Non-Presenters:</i> Your responses to all questions are due by 11:59 p.m. on Monday, April 8.
Current Events Summary Report	4%	For Current Events #1: Tuesday, February 27: Monday, March 18 For Current Events #2: Tuesday, April 2:

Monday, April 15

Annotated Bibliography	8%	Monday, April 1
Evaluation Essay	9%	<u>Saturday, April 27</u>

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

The Writing Center is open Monday-Wednesday, 10:00-4:00 and Thursday, 10:00-4:00 (online only) You can book appointments here: <https://www.svsu.edu/writingcenter/makeanappointment/>

Course Calendar

Important notes:

- This schedule is subject to changes. If changes are made, you will be notified in writing via e-mail.
- 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 Monday 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.
 - Phase 1, Techno-Panics through History: Weeks 1-2
 - Phase 2, The Future of the Body: Weeks 3-8
 - Phase 3, Intelligent Systems: Weeks 9-12
 - Phase 4, Creative Computing: Weeks 13-16

Phase 1: Techno-Panics through History

Week 1: Tuesday, January 16-Monday, January 22

1.1 Welcome!

1.2 Watch

Weekly Update #1

1.3 Discussion Post

Introduction

1.4 Read

“4 Thought-Provoking Questions to Spark Conversation”:

<https://ideas.ted.com/4-thought-provoking-questions-to-spark-conversation/>

1.5 Discussion post

Respond to 4 questions in TED article

1.6 Watch

Introduce Interview Essay

1.7 Watch

Introduce Response Essays

1.8 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>

1.9 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 Weekly Reflection

Week 2: Tuesday, January 23-Monday, January 29

2.1 Watch

Weekly Update #2

2.2 Watch

Introduce Current Events Assignment

2.3 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>

2.4 Weekly Reflection

2.5 Reminder

Response Essay #1 due Monday

Phase 2: The Future of the Body

Week 3: Tuesday, January 30-Monday, February 5

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=IwAR3GGLjFxaPI3j4a-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/>

3.4 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

3.5 Weekly Reflection

Week 4: Tuesday, February 6-Monday, February 12

4.1 Watch

Weekly Update #4

4.2 Watch

Introduce Annotated Bibliography

4.3 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.npjjournal.org/article/S1555-4155\(18\)31275-3/pdf](https://www.npjjournal.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>

4.4 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>

4.5 Weekly Reflection

4.6 Reminder

Interview Essay due Monday

Week 5: Tuesday, February 13-Monday, February 19

5.1 Watch

Weekly Update #5

5.2 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/>

5.3 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

5.4 Weekly Reflection

5.5 Reminder

Play Assignment #1: AR Apps due Monday

Week 6: Tuesday, February 20-Monday, February 26

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://journals.uvic.ca/index.php/ctheory/article/download/14658/5526?inline=1>

“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

<http://stelarc.org/projects.php>

<http://www.ekac.org/gfpbunny.html>

6.4 Weekly Reflection

Week 7: Tuesday, February 27-Monday, March 4

7.1 Watch

Weekly Update #7

7.2 *Presenters:* Video presentation: 3-4 minutes

Non-presenters: Discussion participation: 25-word response to each question from each presenter

7.3 Reminder

Response Essay #2 due Monday, March 11

Week 8: Spring Break
Monday, March 4-Sunday, March 10
Enjoy the time off!

Phase 3: Intelligent Systems

Week 9: Tuesday, March 12-Monday, March 18

9.1 Watch

Weekly Update #9

9.2 Watch

Introduce Evaluation Essay

9.3 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-JAVOFJmvMBI23adpYqkyvOyZy3euOj1w8>

9.4 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>

9.5 Weekly Reflection

9.6 Reminder

Current Events #1: Presenter’s Summary Reports due Monday

Week 10: Tuesday, March 19-Monday, March 25

10.1 Watch

Weekly Update #10

10.2 Browse/Click Around

<https://www.hansonrobotics.com/sophia/>

10.3 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>

10.4 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=T4qOWS0gxRY>

“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>

10.5 Weekly Reflection

10.6 Reminder

Play Assignment #2: Replika due Monday

Week 11: Tuesday, March 26-Monday, April 1

11.1 Watch

Weekly Update #11

11.2 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>

11.3 Watch

“Tony Seba on the Driverless Car Disruption” (17:25)

<https://www.youtube.com/watch?v=xg03UUJYKG1s>

“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

11.4 Weekly Reflection

11.5 Reminder!

Annotated Bibliography due Monday!

11.6 Reminder

Current Events next week!

Week 12: Tuesday, April 2-Monday, April 8

- 12.1** Watch
Weekly Update #12
- 12.2** *Presenters:* Video presentation: 3-4 minutes
Non-presenters: Discussion participation: 25-word response to each question from each presenter

Phase 4: Creative Computing

Week 13: Tuesday, April 9-Monday, April 15

- 13.1** Watch Weekly Update #13
- 13.2** 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/>
- 13.3** Weekly Reflection
- 13.4** Reminder
Response Essay #3 due Monday
- 13.5** Reminder
Current Events #2: Presenters’ Summary Reports due Monday

Week 14: Tuesday, April 16-Monday, April 22

- 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-EIVIHvHRM&fbclid=IwAR2gZ6fKorgm3TwB5PU8oEgBXJ_EqONIFawbwA4ksz-uZsAK2UbqnY7tpgl
- 14.4** Weekly Reflection
- 14.5** Reminder
Play Assignment #3: Quick Draw, Blob Opera, Craiyon, and TextFX

Week 15: Tuesday, April 23-Saturday, April 27

- 15.1** Watch
Weekly Update #16
- 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 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.creativeblog.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=lvY-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** Weekly Reflection
- 15.6** Reminder
Evaluation Essay due **Saturday**, April 27
- 15.7** Reminder
Response Essay #4 due **Saturday**, May 4!
- 15.8** Bye and thank you!

Week 16: Monday, April 29-Saturday, May 4

- 16.1** Reminder
Response Essay #4 due **Saturday**, May 4!

	A range (advanced)	B range (target)	C range (developing)	D/F range (entry level)
<p>Context, Audience, Purpose</p> <p>Write in a manner responsive to the context, the audience, and the purpose of the assigned task(s).</p>	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).
<p>Conventions</p> <p>Use conventions particular to a specific genre or discipline, including organization, content, presentation, formatting, and/or stylistic choices.</p>	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.
<p>Sources and Research</p> <p>Employ high quality, credible, relevant sources to develop ideas that are appropriate for the discipline or genre of the writing.</p>	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.

<p>Critical Thinking</p> <p>The evaluation of information and ideas to synthesize conclusions in order to affirm existing perspectives and solutions or propose new ones.</p>	<p>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.</p>	<p>Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources. Synthesizes existing ideas or information to take a position.</p>	<p>Evaluates information, ideas, or sources. Identifies gaps or limitations in existing ideas or sources.</p>	<p>Identifies a conclusion based on given information. Superficially evaluates conclusion.</p>
<p>Effective Communication</p> <p>Exchange of information, regardless of medium, between two or more people wherein the intended message is purposefully designed and delivered.</p>	<p>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.</p>	<p>Delivery of information is coherent. Communication achieves stated purpose. Communication aligns with intended audience. Follows conventions appropriate to a particular medium.</p>	<p>Intended information is delivered. Communicates with a clearly-stated purpose. Follows conventions appropriate to a particular medium in a rudimentary way.</p>	<p>Information is delivered. Communication lacks a clearly-stated purpose. Shows an awareness of conventions appropriate to a particular medium.</p>