ENGL 212: Topics in Critical Writing: Techno-Futures
Fall 2021 – Online

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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 is to 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.

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, just let me know! 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 creating questions and facilitating a discussion while other weeks you will have to answer questions and respond to others. More specific instructions will be in the actual module itself. The groups are listed under "Pages" → "Group Assignments."

Textbooks
You might notice that we do not have any textbooks. All our texts (this includes readings and viewings) are weblinks. This course was developed as part of an Open Education Resources grant, which supports the development of courses without requiring students to purchase textbooks. 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. Please see the Course Calendar below for due dates.
Questions and Answers and Discussion post Week 1: 26% (2% each)
Synthesis Essays: 24% (6% each)
Interview Essay: 10%
Current Events Summary Report: 5%
Current Events Video Presentation: 4%
Current Events Participation (on the week you're not "presenting"): 4%
Evaluation Essay: 12%
Play Assignments: 15% (5% each)

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
According to the *SVSU Student Handbook*, "Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process and will be reported to the Academic Conduct Board for further sanctions."

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. 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 operating virtually this semester beginning January 25. You can book appointments here: https://www.svsu.edu/writingcenter/tutoring/

Course Calendar
Important notes:

- This schedule is subject to changes. If changes are made, you will be notified in writing via e-mail.
- **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.
- Only major papers are listed in the "Major Assignment Due" column. There is other work that needs to be completed during each week.
- 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.

Dates	Module Work	Major Assignment Due
Phase 1: Techno-Panics Through History		
Week 1: Monday, August 30- Sunday, September 5	**1.1** Welcome! **1.2** Watch Weekly Update #1 **1.3** Discussion Post B-I-N-G-O! **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 Assignment **1.7** Watch Introduce Synthesis Essays **1.8** Read "The Rhetoric of Technopanics and Why It Matters" https://medium.com/@willrinehart/the-rhetoric-of-technopanics-and-why-it-matters-a78870048ee0 "It's Time to Prepare yourself for 'VR Panic'" https://www.wired.co.uk/article/catherine-allen-virtual-reality "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 "Techno-Panic Cycles" https://techliberation.com/2011/02/24/techno-panic-cycles-and-how-the-latest-privacy-scare-fits-in/ "The Victorians Had the Same Concerns" http://theconversation.com/the-victorians-had-the-same-concerns-about-technology-as-we-do-60476 **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 Questions and Answers Group A: Create and post 2 Article Questions Group B: Create and post 2 Video Questions Group C: Respond to 2 Article Questions Group D: Respond to 2 Video Questions	
Week 2: Monday, September 6- Sunday, September 12	**2.1** Watch Weekly Update #2 **2.2** Watch Introduce Current Events Assignment **2.3** Read "The Six Things that Drive 'Technopanics'" https://www.forbes.com/sites/adamthierer/2012/03/04/the-six-things-that-drive-technopanics/#6d2d32770b0c "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 "Don't Touch That Dial!" http://www.slate.com/articles/health_and_science/science/2010/02/dont_touch_that_dial.html "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/ "11 Examples of Fear and Suspicion of New Technology" http://lenwilson.us/11-examples-of-fear-and-suspicion-of-new-technology/ "More Than 70% of US Fears Robots Taking Over Our Lives, Survey Finds" https://www.theguardian.com/technology/2017/oct/04/robots-artificial-intelligence-machines-us-survey "Humans Once Opposed Coffee and Refrigeration. Here's Why We Hate New Stuff" https://www.washingtonpost.com/news/innovations/wp/2016/07/21/humans-once-opposed-coffee-and-refrigeration-heres-why-we-often-hate-new-stuff/?noredirect=on&utm_term=.71896d039551 "12 Technologies That Scared the World Senseless" https://www.techradar.com/news/world-of-tech/12-technologies-that-scared-the-world-senseless-1249053 "When People Feared Computers" https://www.theatlantic.com/technology/archive/2015/03/when-people-feared-computers/388919/ **2.4** Questions and Answers Group A: Respond to 2 Article Questions Group B: Respond to 2 Video Questions Group C: Create and post 2 Article Questions Group D: Create and post 2 Video Questions **2.5** Reminder	Synthesis #1

	Synthesis #1 due Sunday	
Phase 2: The Future of the Body		
Week 3: Monday, September 13- Sunday, September 19	**3.1** Watch Weekly Update #3 **3.2** Watch Introduce Play Assignment **3.3** Read "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 "When State-of-the-Art is Second Best" http://www.pbs.org/wgbh/nova/next/tech/durable-prostheses/ "Creating a Prosthetic Hand That Can Feel" https://spectrum.ieee.org/biomedical/bionics/creating-a-prosthetic-hand-that-can-feel "The World's Most Advanced Bionic Arm" https://www.freethink.com/articles/everything-wanted-know-worlds-advanced-bionic-arm **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** Questions and Answers Group A: Create and post 2 Video Questions Group B: Create and post 2 Article Questions Group C: Respond to 2 Video Questions Group D: Respond to 2 Article Questions	
Week 4: Monday, September 20-	**4.1** Watch Weekly Update #4 **4.2** Read	Interview Essay

Sunday, September 26	"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 "What is Wearable Tech? Everything You Need to Know Explained" https://www.wareable.com/wearable-tech/what-is-wearable-tech-753 "A Day in the Life of Wearable Tech" https://time.com/see-the-wearable-tech-of-the-future/ "The Future of Wearable Tech" https://www.wired.com/insights/2015/02/the-future-of-wearable-tech/ "Fashion or Functionality? Consumers Try to Make Sense of Wearable Technology" https://www.forbes.com/sites/michaelrsolomon/2018/06/21/how-will-consumers-make-sense-of-wearable-technology/#1c89482d6e9b **4.3** 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 **4.4** Questions and Answers Group A: Respond to 2 Video Questions Group B: Respond to 2 Article Questions Group C: Create and post 2 Video Questions Group D: Create and post 2 Article Questions **4.5** Reminder Interview Assignment due Sunday	
Week 5: Monday, September 27-Sunday, October 3	**5.1** Watch Weekly Update #5 **5.2** Read "Here's How Far Cryonic Preservation Has Come in the 50 Years Since 'Bedford Day'"	Play Assignment: AR apps

	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/ "We Need Better Laws to Protect the Rights of Future Frozen Cryonicists" https://qz.com/1555363/cryogenics-is-facing-legal-trouble-with-body-preservation/ "Cryonics: Medicine, or the Modern Mummy?" https://www.forbes.com/sites/patricklin/2019/07/08/cryonics-medicine-or-the-modern-mummy/#171cd21b1f2c **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** Questions and Answers Group A: Create and post 2 Article Questions Group B: Create and post 2 Video Questions Group C: Respond to 2 Article Questions Group D: Respond to 2 Video Questions **5.5** Reminder Current Events Week next week! **5.6** Reminder Play Assignment: AR Apps due Sunday	
Week 6: Monday, October 4-Sunday, October 10	Current Events #1 **6.1** Watch Weekly Update #6 **6.2** *Presenters:* Video presentation: 3-4 minutes *Non-presenters*: Discussion participation: 25-word response to each question from each presenter **6.3** Reminder Synthesis #2 due Sunday	Synthesis #2 Current Events #1: Presenters' Videos due <u>Monday</u>
Phase 3: Intelligent Systems		

Week 7: Monday, October 11- Sunday, October 17	**7.1** Watch Weekly Update #7 **7.2** Watch Introduce Ethical Evaluation **7.3** 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-JAVOFJmvMBl23adpYqkyvOyZy3euOj1w8 **7.4** 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 **7.5** Browse/Click Around https://www.ibm.com/watson/ **7.6** 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/ **7.7** 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 **7.8** Questions and Answers Group A: Respond to 2 Video Questions Group B: Respond to 2 Article Questions Group C: Create and post 2 Article Questions Group D: Create and post 2 Video Questions **7.9** Reminder Current Events #1: Presenter's Summary Reports due Sunday	Current Events #1: Presenters' Summary Reports Due
Week 8: Monday, October 18- Sunday, October 24	**8.1** Watch Weekly Update #8 **8.2** Browse/Click Around https://www.hansonrobotics.com/sophia/ **8.3** Read "Why Westerners Fear Robots and the Japanese Do Not" https://www.wired.com/story/ideas-joi-ito-robot-overlords/	Play Assignment: Replika

	"Facebook's Head of AI Really Hates Sophia the Robot (and with Good Reason)" https://www.theverge.com/2018/1/18/16904742/sophia-the-robot-ai-real-fake-yann-lecun-criticism "Makers of Sophia the Robot Plan Mass Rollout Amid Pandemic" https://www.reuters.com/article/us-hongkong-robot/makers-of-sophia-the-robot-plan-mass-rollout-amid-pandemic-idUSKBN29U03X "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 **8.4** Watch "We Talked to Sophia" (3:38) https://www.youtube.com/watch?v=78-1MlkxyqI "Sophia 2020: A Glimpse at What's to Come" (1:40) https://www.youtube.com/watch?v=XrSAQoetF0A "Lifelike Robot Sophia Chats with the Today Anchors" (6:30) https://www.youtube.com/watch?v=omgJi5-YT6U "CES 2019: AI Robot Sophia Goes Deep at Q&A" (6:07) https://www.youtube.com/watch?v=T4q0WS0gxRY "Japanese Hotel Run by Robots" (1:33) https://www.youtube.com/watch?v=xmt6OCBeS94 *Optional: "Neil DeGrasse Tyson and Sophia the Robot Explore COVID-19 and Artificial Intelligence (17:22) https://www.youtube.com/watch?v=i9jQXkAUMEI **8.5** Questions and Answers Group A: Create and post 2 Video Questions Group B: Create and post 2 Article Questions Group C: Respond to 2 Article Questions Group D: Respond to 2 Video Questions **8.6** Reminder Play Assignment: Replika due Sunday	
Week 9: Monday, October 25-Sunday, October 31	**9.1** Watch Weekly Update #9 **9.2** Read "6 Surprising Ways Driverless Cars Will Change Our World" https://www.nbcnews.com/mach/science/6-surprising-ways-driverless-cars-will-change-our-world-ncna867061 "'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 "Why Driverless Tech Works for Mining and cOnstruction but Robotaxis Aren't Ready, According to SafeAI CEO" https://www.cnbc.com/2021/06/22/safeai-raises-21-million-to-build-smart-vehicles-for-heavy-industry.html **9.3** 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 **9.4** Questions and Answers Group A: Respond to 2 Article Questions Group B: Respond to 2 Video Questions Group C: Create and post 2 Video Questions Group D: Create and post 2 Article Questions **9.5** Reminder Current Events next week!	
Week 10: Monday, November 1-Sunday, November 7	Current Events #2 **10.1** Watch Weekly Update #10 **10.2** *Presenters:* Video presentation: 3-4 minutes; *Non-presenters*: Discussion participation: 25-word response to each question from each presenter	Current Events #2: Presenters' Videos due Monday
Week 11: Monday, November 8-Sunday, November 14	**11.1** Watch Weekly Update #11 **11.2** Read "Art, Music, Images" https://www.artistinthemachine.net/art-music-images/ **11.3** Watch "Audio and Videos" (your choice—pick at least two) https://www.artistinthemachine.net/audios-videos/ **11.4** Questions and Answers	Synthesis #3 Current Events #2: Presenters' Summary Reports

	Group A: Create and post 2 Article Questions Group B: Create and post 2 Video Questions Group C: Respond to 2 Article Questions Group D: Respond to 2 Video Questions **11.5** Reminder Synthesis #3 due Sunday **11.6** Reminder Current Events #2: Presenters' Summary Reports due Sunday	
Phase 4: AI and Creativity		
Week 12: Monday, November 15-Sunday, November 21	**12.1** Watch Weekly Update #12 **12.2** Read "Bioart: The Ethics and Aesthetics of Using Living Tissue as a Medium" https://www.wired.com/2011/07/bioart/ "This Artist is Growing an Ear on His Arm" http://www.slate.com/articles/technology/future_tense/2015/02/stelarc_and_other_contemporary_artists_experiment_with_science.html "7 Bio-Artists Who Are Transforming the Fabric of Life Itself" https://io9.gizmodo.com/7-bio-artists-who-are-transforming-the-fabric-of-life-i-558156053 "Extended-Body: Interview with Stelarc" https://web.stanford.edu/dept/HPS/stelarc/a29-extended_body.html **12.3** Browse/Click Around (these will "count" as the video texts this week, even though they're not technically videos) https://www.glofish.com/about/glofish-science/ http://stelarc.org/projects.php http://www.ekac.org/gfpbunny.html **12.4** Questions and Answers Group A: Respond to 2 Article Questions Group B: Respond to 2 Video Questions Group C: Create and post 2 Article Questions Group D: Create and post 2 Video Questions **12.5** Reminder Play Assignment: Quick Draw, Blob Opera, Deep Dream Generator	Play Assignment: Quick Draw, Blob Opera, Deep Dream Generator
Week 13: Monday, November 22-Sunday, November 28	**13.1** Thanksgiving Break: Take a breather 😊	

Week 14: Monday, November 29- Sunday, December 5	**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** Questions and Answers Group A: Create and post 2 Video Questions Group B: Create and post 2 Article Questions Group C: Respond to 2 Video Questions Group D: Respond to 2 Article Questions	
Week 15: Monday, December 6- Sunday, December 12	**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/ "'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/	Evaluation Essay

	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** Questions and Answers Group A: Respond to 2 Video Questions Group B: Respond to 2 Article Questions Group C: Create and post 2 Video Questions Group D: Create and post 2 Article Questions **15.6** Reminder Evaluation Essay due Sunday **15.7** Reminder Synthesis #4 due **Saturday**, December 18! **15. 8** Bye and thank you!	
Week 16: Monday, December 13- **Saturday**, December 18	**16.1** Reminder Synthesis #4 due **Saturday**, December 18!	Synthesis #4

	Content	Organization	Style	Conventions
A	• The paper presents a logical, persuasive, scholarly argument about a particular topic. • The paper addresses relevant authorities on the topic and clearly explains its relationship to their ideas. • The paper weighs a wide range of viewpoints, and persuasively articulates the reasons for its position on the topic. • The paper creates genuine interest in the topic.	• The structure of the paper's overall argument is remarkably clear and logical. • Individual paragraphs are always unified and coherent. • Transitions between paragraphs underscore the links in the paper's argument. • The paper possesses a skillful and interesting introduction and conclusion.	• The sentences are consistently clear, coherent, and syntactically varied. • Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing.	• The grammar, spelling, punctuation, and usage conform to conventions of academic writing. • References to sources are accurately cited and documented according to the appropriate style manual. • Format is consistently correct and appropriate.
B	• The paper presents a logical argument about a particular topic in a scholarly manner. • The paper often engages relevant authorities on the topic and employs their ideas. • The paper considers a range of viewpoints and presents them fairly in the course of explaining its position on the topic. • The paper is able to express the interest that the topic might possess.	• The structure of the paper's overall argument is clear and logical. • Individual paragraphs are almost always unified and coherent. • Transitions link the paragraphs. • The paper possesses an introduction and conclusion that accurately reflect the paper's content	• Sentences are usually clear, coherent, and syntactically varied. • Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing.	• The paper is free of serious errors in grammar, spelling, punctuation, or usage. • References to outside sources are usually cited accurately and documented according to the appropriate style manual. • Format is correct and appropriate

C	• The paper presents a reasonably successful argument about a topic, although its force may at times be compromised by faulty logic or superficial thinking. • The paper sometimes engages relevant authorities on the topic; its stance regarding their ideas could be clearer. • The paper's presentation of alternative viewpoints on the topic is occasionally lacking. • It does not consistently engage its audience.	• The clarity and logic of the paper's organizational structure could be somewhat clearer. • Individual paragraphs occasionally lack unity or coherence. • Transitions between paragraphs seem wooden and arbitrary. • The introduction and conclusion are perfunctory, but do present the content of the paper, albeit not in an interesting way	• Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety. • Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing.	• Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility. • References to outside sources are generally cited and documented, but not always in the appropriate style. • Format is generally correct and appropriate.
D	• The paper's argument about a topic is only marginally successful. • The paper's attention to what others have said on the topic is minimal. • The paper's presentation of alternative viewpoints is often lacking. • The paper does not attempt to engage the audience in the topic or explain its interest.	• The paper's organizational structure is unclear; the reader may be confused by the direction of the argument. • Paragraphs often lack unity or coherence. • Transitions are occasionally missing or illogical. • The introduction and conclusion are awkward; they may not relate clearly to the content of the paper.	• Sentences are frequently basic, choppy, or repetitive in structure and may display lapses in clarity or coherency. • Inappropriate word choice or tone detract from the paper's purpose and frequently display a lack of command of the conventions of academic writing.	• Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility. • References to outside sources are not clearly cited; documentation style is inappropriate. • Format is not consistently correct or appropriate

F	• The paper's argument about a topic is unsuccessful; it might be confusingly unclear, obviously biased, or insufficiently developed. • The paper neglects to consider what others have said or written on the topic. • The paper's presentation of the material seems to use sources solely to support its own point, without considering opposing viewpoints. • The paper does not attempt to engage the reader in the topic or explain its interest.	• The paper's organizational structure is underdeveloped. • Most paragraphs seem to have no unifying idea, and may include gaps in logic; often they simply summarize a series of events. • No effort is made to link paragraphs with transitions. • The introduction or conclusion may be missing or underdeveloped.	• Sentences are mostly basic, choppy, or repetitive in structure and display lapses in clarity or coherency. • Inappropriate word choice or tone detract from the paper's purpose and display a general lack of command of the conventions of academic writing	• Numerous errors in spelling, grammar, punctuation, and usage impede communication. • References to outside sources are not cited. • Format is not consistently correct or appropriate