

**SCLA 102: Transformative Texts:**  
Critical Thinking & Communication II: Modern World

**“AI, Power, and Society”**

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<b>Time &amp; Location</b>	MWF: 8:30-9:20 AM <a href="#">Beering Hall</a> 1254
<b>Professor</b>	Dr. Daniel S. Schiff <a href="mailto:dschiff@purdue.edu">dschiff@purdue.edu</a> Beering Hall 2228
<b>Office Hours</b>	Mon & Wed 9:30 AM – 10:30 AM (or by appt.) <a href="https://calendly.com/dschiff-qt4/office-hours">https://calendly.com/dschiff-qt4/office-hours</a> Zoom or in-person. Please come visit for any reason!

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## Course Theme

This course will examine the theme of “AI, Power, and Society” with a special focus on AI and automation as transformative technologies. We will read fascinating texts, both fiction (Kurt Vonnegut, *Player Piano*) and nonfiction (Janelle Shane, *You Look Like a Thing and I Love You*), that explore historical and modern perspectives about human interactions with technology, the benefits and limits of technology, and the ways that technology impacts our social systems, public policy, and the human condition. In addition, we will engage with a variety of videos, public debates, news stories, and academic articles.

Throughout the course, we will grapple with several big questions, including:

1. How does technological change human interactions, relationships, and power dynamics?
2. What is the relationship between the social and technical?
3. How does technology impact human well-being and the human condition?
4. How should it?

## Course Description

SCLA 102 is based on the fundamental premise that great texts, including novels, plays, speeches, essays, or poetry as well as film and digital media, inform and inspire students, encourage their creative and imaginative capacities, help them see the world from different perspectives, and broaden their worldviews. Students will examine a series of texts, seeking to understand the contexts in which these texts were produced as well as what they mean to us today. What do our readings tell us about the pains and pleasures of being human, the use and abuse of power, and our relationship with nature and our communities? How do they advance our self-understanding? How do they increase our understanding of other people and their perspectives?

SCLA 102 fulfills the Oral Communication requirement in the University's Core Curriculum. It is dedicated to developing our students' ability to convey information through oral presentations, advancing their understanding of the importance of rhetorical situations and choices; analyzing and constructing presentations for different audiences; gathering and evaluating sources for presentations, and using visual aids effectively.

SCLA 102 fulfills 3 credit hours of the 15-credit hour Cornerstone certificate program. Purdue's nationally recognized Cornerstone program shares the wisdom and vision of the Liberal Arts with all Purdue students, enhancing their foundational knowledge while deepening their ability to see unity across disciplines, appreciate ambiguity, and love learning. Cornerstone seeks to develop engaged Purdue graduates who can respond creatively and flexibly to the challenges of a diverse world.

## Learning Outcomes

By the end of the semester, you will:

1. Demonstrate effective, professional delivery, designing and adapting appropriate verbal appeals through vocal intonation and non-verbal cues.
2. Distinguish and apply appropriate informative, persuasive, explanatory, interrogatory, and argumentative strategies and techniques in class discussions and formal presentations.
3. Organize presentations with effective supporting materials.
4. Locate and evaluate effective sources of information.
5. Engage critically with transformative texts, drawing on multiple perspectives, including the individual, the historical, and the contemporary.
6. Exercise intellectual autonomy and agency in your use of critical thinking and dialogue.
7. Demonstrate social and ethical sensitivity as you grapple with complex issues.

## Teaching Philosophy

It's a privilege to be teaching you this semester about AI, power, and society. As a policy scientist and one of the earliest scholars of AI policy and ethics, I have come to appreciate how important, complicated, and fascinating these topics are. I hope you will too during this course.

Whether as 'merely' an informed citizen or professional in government, industry, or the non-profit sector, you may very well have the chance to influence how technology is utilized to impact your life and the issues you care about. You will certainly use these tools and be shaped by them. And should you wish to be an effective professional and make a positive impact, you will want to be an effective communicator. This is a key goal of the course. Learning to become an active, critical, and contemplative reader, to write, analyze, critically question, and persuasively argue, will help you excel in the workplace and in every environment.

I know college can be busy, difficult, and complicated. You might be tempted to skip assignments or do them at the last minute. You might prefer to socialize with friends or check on social media in lieu of doing readings. You might be focused on getting good grades and wondering how each assignment affects your final score, such that you might not "see the forest through the trees."

My strong recommendation for you is to *engage with the material and not worry so much about grades*. If you engage meaningfully in the course, my belief is that you can 'forget' about grades, discover what interests you, and learn to enjoy the process, while gaining valuable knowledge and skills.

**In short, what you get out of a course depends on how much you put into it!** I look forward to learning together with you.

## Course Materials

All course materials are in digital format and will be made available via [Brightspace](#) or [Perusall](#). There are two required books that you will read and interact with in a digital format, along with various videos and readings. You *must* purchase the edition of each book available from Perusall.

You should **work your way through the Brightspace Modules each week as per the syllabus**.

1. Vonnegut, Kurt. *Player Piano: A Novel*. The Dial Press, 1999. ISBN: 9780307568083. Perusall: <https://app.perusall.com/catalog/book/aE6oPaJ5nu3mZfjhN>
2. Shane, Janelle. *You Look Like a Thing and I Love You: How Artificial Intelligence Works and Why It's Making the World a Weirder Place*. Voracious, 2021. ISBN: 9780316525237. Perusall: <https://app.perusall.com/catalog/book/e3o2PmLNvGAv7Pi4n>

This syllabus is subject to change; the latest version will be available via Brightspace. You are expected to **review your e-mail, Brightspace, and the syllabus regularly to stay up-to-date**.

## Policies

**Attendance and Engagement.** Attendance at all class meetings is mandatory and should be a priority for you. Our synchronous sessions will include small group discussions, lectures, activities, presentations, debates, and a chance to reflect and develop ideas together, all of which are critical for you having the most meaningful learning experience.

Engaging is also about more than showing up to class. You should come to class prepared to discuss and raise questions about the readings and share progress on your out-of-class activities. You should contribute to learning in class through asking questions, helping facilitate small group discussions, and giving suggestions to your classmates. I encourage you to view class as an opportunity to explore ideas and challenge your thinking, not as a check-the-box exercise.

Attendance will be taken at the beginning of each course period and lateness will be noted. Two late arrivals count as an unexcused absence unless I am notified in advance of an appropriate reason. You should complete all in-class activities on iClicker Cloud to demonstrate your attendance. If you forget to register your attendance on a given day, inform the instructor immediately; late notice cannot be considered unless there is compelling evidence, as a matter of fairness to all students.

You can miss two classes unexcused without penalty, which provides you with flexibility. However, **each additional unexcused absence will result in a 2.5-point reduction to your final class grade.** This quickly adds up; excellent students have lost 10-30 points in the past for missing class.

Under [academic regulations](#), excused absences may be granted for cases of grief/bereavement, military service, jury duty, Medically Excused Absences like hospitalizations, and parenting leave. For absences such as these, religious observations, or illness, please send me an email as soon as possible. Other activities, like a family wedding, early holiday flight, or dental appointment are not excused absences under university policy. If permission is not obtained prior to class, an absence counts as an unexcused absence unless it is an unanticipated emergency. If other situations arise that affect your attendance in a prolonged manner, we can explore options to help you stay on track. You may also contact the Office of the Dean of Students (765-494-1747).

**Use of Technology in the Classroom.** Use of a laptop is permitted in class to review readings, take notes, look up relevant information, and support class discussions. I would like you to have access to these tools; as a result, I ask and expect you to use them responsibly. Using your phone or laptop for non-academic purposes is harmful to learning and not polite. I invest a lot to help you learn, so please return this effort, resist the temptation to check your e-mail and social media, and know that a lack of respect for the instructor and your classmates will count against your grade in the course.

**Controversies.** Some subjects may be controversial, but all topics should be discussed with evidence and respect. In many cases, there are no clear “right” answers. Instead, you should do your

best to support your position with evidence (qualitative or quantitative). Try to give the benefit of the doubt to others' statements and positions, and attempt to find the grain of truth in them.

**Professionalism and Communication.** Course communications should always be treated as professional. For example, emails should begin with "Dear Professor" or "Hello Dr. Schiff" and end with "Thank you, your name" or "Sincerely, your name." This is standard professional behavior and good practice for life after college. You may refer to further guidance [here](#). I will do my best to respond to your messages within 24-48 hours and may not respond during evenings or weekends.

**Writing and Language Usage.** Communication is an essential skill and this course requires that you make an effort to effectively communicate your ideas. This includes finding and using resources to assist with research, organization, and presentation of ideas. [Purdue's OWL lab](#) is a world-renowned resource; you can refer to it for guidance on many topics (writing quality, citation formats) and [I encourage you to make a student appointment at some point during the semester](#).

**Formatting.** Unless otherwise specified in the assignment, citations in written work must follow the [APA](#) format, which is commonly used in social science and can help you in future classes and beyond. All written work (except perhaps bullets and tables/graphics) should be double-spaced in Times New Roman font, and have 12-point font with 1" margins all around. Citations should be in-line with a References section at the end of your writing. Consider using a reference manager like Zotero, EndNote, or Mendeley to make management of references easier.

**Late Policy.** Unless an exception for unusual circumstances has been agreed upon with your instructor at least 72 hours in advance, a late assignment will result in a one-half grade penalty to the letter grade (e.g., 5 points) if the assignment is submitted later that day, followed by an additional letter grade penalty (e.g., 10 points) for each subsequent 24-hour delay. Assignments later than 48 hours late may be rejected and receive no credit. I want all students to be successful, and I am willing to accommodate illness and emergencies, but this must be communicated well beforehand. If you are prone to procrastination, I recommend scheduling time to work on assignments well before the due date. Let me know if I can help you with time management.

**Grade Appeals.** Grade appeals will be accepted no *earlier* than 24 hours and no *later* than 5 days after you receive a graded assignment. Each appeal must include a written explanation of the reason for the appeal and responses to comments on the original assignment. I reserve the right to adjust grades in either direction (i.e., increase or decrease your grade) in response to the appeal.

**Extra Credit.** I may offer occasional extra credit opportunities involving additional commitments related to the course, e.g., attending special events or presenting at a conference. For example, extra credit will be offered for students who submit to the Spring 2024 Cornerstone Contest on the theme of "Place." More information will be provided on Brightspace.

**Honors Course.** If you wish to participate in the course under the Honors Grade Mode (H), you are responsible for advancing the procedure and all deadlines in a timely fashion according to the guidance [here](#). If you are interested in this option, contact me to discuss the additional assignments and adjustments to the syllabus and grading no later than the end of the first week of the course.

**Academic Integrity.** Academic integrity is one of the highest values that Purdue University holds. This class abides by the [Purdue Honor Pledge](#): “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

All assigned work is expected to be individual, except where indicated otherwise. You are encouraged to discuss assignments with your classmates; however, what you hand in should be your own work. You should review policies on [Student Conduct here](#). This includes the Code of Honor, Statement of Values, Statement of Integrity, Code of Conduct, Bill of Student Rights, etc.

Citations should be used for ideas, statements, comments, etc., that are not common knowledge or your own original thought. Err on the side of avoiding any possible plagiarism. Refer to the [guide](#) from Purdue OWL and ask if you are unsure. In general, you should not be copying text directly, adopting major ideas, or borrowing more than a few words without using quotes and citing the original source. Instead, focus on paraphrasing and citing sources. Credit others for their work!

Having to meet with students and report them to the Dean of Students for plagiarism is the worst part of my job and often the worst part of a student’s college experience, so please do us both a favor and remember the shortcuts are not worth it. Remember: don’t plagiarize, just use quotes!

**Policy on Chatbots, LLMs, and/or Generative AI.** You are permitted to use these tools for particular purposes: background research, to answer specific questions you are curious about, and to generate ideas *after you have done so yourself*. You are not permitted to use these tools to create shortcuts in your work that minimize your engagement with important learning, including becoming a better writer, editor, and coming up with original ideas.

Impermissible usages include: summarizing core course readings instead of reading yourself, auto-generating text (such as class comments) to insert into assignments, auto-improving/modifying text you write, answering homework questions directly, generating ideas or outlines before you have done so yourself, and attempting to pass off AI work as your own.

Permissible usages include: brainstorming after you have brainstormed yourself, background research on any topics or concepts of interest, providing feedback on assignments or drafts, or suggesting edits to your work (provided you include a robust summary of your conversation with the AI system and edits). *If you use these tools in any graded assignment, you are required to submit an addendum* transparently communicating what tasks you engaged in and which tasks AI engaged in, and critically analyze your contributions and the quality of the contributions of the AI.

As a scholar of AI policy and ethics, I take this topic seriously; violations will constitute violations of the Academic Integrity policy. I recommend adhering to the guidelines and asking me when unsure. I also use AI tools as part of my teaching practice, including as part of grading. For example, Perusall uses AI to grade the quality of your comments, though I review your work personally as well.

You are responsible for knowing and adhering to the policies on academic misconduct and AI use. Violations of these policies may result in grade deductions, automatic failure of assignments, and/or automatic failure of the course.

**Nondiscrimination Statement.** Purdue University [is committed to](#) maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

I share these commitments as well as the University's commitment to [freedom of expression](#).

**Students with Disabilities.** Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

After you have registered through the DRC and as soon as possible, please contact me to [discuss accommodations](#). You can also present a "Letter of Accommodation" to me at any point in the semester. Please know that as someone with a disability myself, I am here to support you.

**Mental Health and Well-being.** Your well-being is critical to me. School and life can be difficult and struggling with mental health is extremely common amongst students, staff, and faculty, so don't feel like you need to struggle alone and don't be afraid to reach out. Purdue offers a number of resources, and I am also available to chat or point you in the right direction – send me an e-mail.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try Purdue's tool called [WellTrack Boost](#). This can provide you some tools, ideas, and resources. If you need additional support and information about other options and resources, please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 AM – 5 PM).

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, please contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or [go to the CAPS office](#) on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

If you feel overwhelmed, isolated, embarrassed, or don't know where to start, just contact CAPS.

**Support Services.** Purdue has many options for both [academic](#) and [personal](#) support that are available. This includes support on food, healthcare, housing, legal services, healthcare, and financial well-being, as well as academic consultations, coaching, and supplemental instruction. You may also contact the [Dean of Students](#) for support. There is no appointment needed and Student Support Specialists are available to serve students 8 AM – 5 PM Monday through Friday.

**Violent Behavior Policy.** Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

**Emergency Preparation.** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or syllabus.

## Grading Breakdown

Readings and Annotations	30%
Class Attendance and Engagement	20%
Oral Presentation #1: Peer Introductions	10%
Oral Presentation #2: In-class Debate	10%
Written Assignment: Debate Reflection	10%
Oral Presentation #3: Shark Tank	20%

### Grading Scale

Final letter grades will be determined as follows, with the possibility for bonus points, curving, or penalties depending on your engagement in the course:

A = 100 – 93%

A- = 92 – 90%

B+ = 89 – 87%

B = 86 – 83%

B- = 82 – 80%

C+ = 79 – 77%

C = 76 – 73%

C- = 72 – 70%

D+ = 69 – 67%

D = 66 – 63%

D- = 62 – 60%

F = 59% and below

### Bottom Line

My philosophy is that having a meaningful learning experience is more important than your final grade. To have a meaningful learning experience (which should conveniently result in excellent marks as a byproduct), student should plan to complete all assigned readings and be engaged in class. If you can focus on *cultivating* your intrinsic interest and motivation, you can basically ignore grades, and it's a lot more fun! This holds through college and your professional

## Assignments

### Attendance and Engagement (20%)

Please refer to the course policies on attendance and engagement and review them carefully. Consider that this course is built on steady, regular work each week rather than one or two end-of-semester assignments. Plan accordingly. Remember more than 2 unexcused absences results in a 2.5 percentage point deduction to your final grade for each, which can exceed the 20% maximum.

There are also two required surveys that count as 2.5% of your grade each:

*Pre-class survey.* Prior to the first day of class, you will complete a pre-class survey during which you will provide some information about yourself and your interests to help us get to know one another and to help me make the course better for you.

*Midpoint survey.* During the middle of the course, you will also complete a survey involving feedback about the course as well as a self-assessment of your own practices and learning.

*Additional engagement.* You may be asked to complete additional activities, like uploading your headshot to your Perusall account. These are part of your engagement grade.

### Course Readings (30%)

Students sometimes feel they can skip assigned readings. For example, in some technical courses, if you can set up or solve a problem, you may not need to read the textbook to pass an exam.

In this course, readings are not optional. In classes like ours, the act of reading material from new disciplines or grappling with complicated readings *is itself part of the learning*. In fact, in this course, readings are the most important part of the class.

However, the number of readings is purposefully low so that they are not an undue burden. This is a bit of a bargain, a contract between you and me. As a result, you are expected to complete all assigned work, as this is critical to you having a meaningful learning experience. Not doing readings or doing them incompletely may result in pop quizzes or changes to your grade.

All readings or out-of-class assignments are listed in Brightspace and the syllabus and are **due before each class**. You can use Perusall to create a reading calendar [synced to your calendar](#).

## Annotation of Readings

We will use the learning tool Perusall during this course, which allows you to make comments directly on portions of the readings or on your classmates' comments. We will use this approach for all reading assignments to help us appreciate, learn, and enjoy the material. The purpose is to give you a chance to critically engage with and reflect on the readings, demonstrate that you have done so, and interact with your classmates and thus learn together. Our goal is to cultivate active reading, critical reading, and contemplative reading; these are incredibly important professional skills.

I consider engaging with readings to be the most important part of the course, and it thus constitutes the largest portion of your grade. Perusall automatically grades components of your engagement (e.g., did you complete the reading, spend adequate time on it, make high-quality comments) and I will review your engagement as well. As a benchmark, roughly 4-6 substantive comments (e.g., a short paragraph each) could be an appropriate amount of comments for a reading. Engaging with classmates, answering their questions, and bringing in outside information are all strongly recommended. Feel free to discuss your reactions, questions, connections with other ideas or issues, flaws you see, and so on.

## Written Assignment – Debate Reflection (10%)

Due by 11:59 pm on the Wednesday following the final debate, students will submit a debate reflection of 800 to 1,000 words in length (about 3-4 pages). The debate reflection should include 3 parts: 1) a summary of the student's opening statement from their Oral Presentation #2 (about 300 words), 2) a self-reflection of the student's oral presentation and of the team's debate performance (about 300 words), and 3) a description of three points from one of the two other debates that the student did not participate in that the student found especially compelling (about 300 words). A rubric and further details about the assignment will be communicated through Brightspace.

The written assignment must follow course policies on citations, formatting, academic misconduct, and use of AI. Make sure to review these carefully. As an incomplete list:

Your documents should also be formatted professionally, e.g., 12-point font, Times New Roman, including a header with basic information like your name, the name of the assignment, the course and semester, instructor name, and date. The late policy will apply, and no projects later than 48 hours will be accepted.

References should be included in text ("in line citations") using APA and at the end as a Reference section, and do not count towards page length. Do not submit a paper that fails to properly cite sources or that conveys a sequence of words as your writing when it should be quoted. If you draw on a source like Wikipedia or a blog, either cite and quote appropriately, or use material from a

different primary source (preferred). See the plagiarism policy for guidance or the link [here](#) if you are unclear about specific ways to cite, quote, or paraphrase sources.

If you use generative AI tools, you must include an addendum describing in detail how these tools were used, with sections specifying: 1) the chatbot that you used (and version), 2) the prompts that you used, 3) the chatbot responses, 4) a critical evaluation of the chatbot response, 5) an analysis of your contribution versus that of the AI.

Plagiarism or failing to adhere to the policy on generative AI use may result in a letter grade reduction, automatic failure of the assignment or course, and referral to the [OSRR](#).

### **Oral Presentations (40%)**

The course does not permit presentation extensions barring extreme circumstances, such as emergencies or absences excused well in advance. Otherwise, if you miss a presentation, there *may* or may not be an option to reschedule with a minimum 1-letter grade penalty.

#### *Oral Presentation #1: Peer Introductions (10%)*

In Chapter 8 of *Player Piano*, we learn that the technological system that governs the fictional society in the book produces a profile for each individual with scores for theory, administration, creativity, and personality. What attributes would you use if you were making a profile for someone? What information would you provide about each attribute?

In Week 3, you will answer these questions in the form of a 2-minute presentation introducing a peer and describing a profile (with attributes and associated information of your choice) that you construct for them. In order to prepare for these presentations, you will have time in class during the previous week to meet your partner and gather information about them. You may use notes. You will be graded using only the “Delivery” section of the oral presentation rubric below, and further details about the assignment will be communicated through Brightspace.

#### *Oral Presentation #2: In-class Debate (10%)*

Building on a debate surfaced in *Player Piano*, we will host our own in-class debates. We will hold three debates during Week 9, and each debate will involve one-third of the class. For each debate, students will be organized into two teams either in favor of or opposed to the debate proposition. Teams will alternate and each speaker will deliver a 3-minute opening statement. Then, teams will have 5 minutes to prepare rebuttals. Finally, teams will alternate again so that each speaker delivers a 1-minute rebuttal/closing statement. We will conduct a poll of the audience before and after each debate to determine which side gained the most ground. You are expected to use notes as

resources, but only bullet points and facts. You will be graded on the oral presentation rubric below, and further details about the assignment will be communicated through Brightspace.

- Debate 1 – Proposition: Use of technology reduces meaning in human life.
- Debate 2 – Proposition: Technological progress benefits the average person.
- Debate 3 – Proposition: We should slow the pace of technological development.

*Oral Presentation #3: Shark Tank (20%)*

Taking inspiration from the show *Shark Tank*, students will present a pitch for a new hypothetical tech product (hardware or software) or other program or policy solution related to AI in 5-6 minutes using a PowerPoint presentation. Importantly, students must not only describe the potential benefits of the product/service/solution, but they also must be transparent about potential challenges or issues for society, drawing on the course readings and class discussions. Pitches will take place over four class sessions in Weeks 15 and 16, and at the end of each class pitch session, the audience will vote on two winning pitches that will each earn 10 points of extra credit on the assignment: 1) the pitch most deserving of investment (like *Shark Tank*) and 2) the pitch that best addressed challenges so as to aid in regulation and implementation.

You will be graded on the oral presentation rubric below, and further details about the oral presentations will be communicated through Brightspace and in class.

You are able to use AI in accordance with course policy; to improve rather than to replace your own original ideas and to provide feedback, for example. If you use AI, you must submit an additional document providing clear examples (e.g., screenshots) of how AI was used, its contributions versus your own, and a critical reflection of this process.

Review the rubric carefully before each presentation to better understand your expectations and how to prepare to be an excellent and effective communicator.

<b>Presentation Rubric</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>Introduction</b>				
How well did the beginning grab the audience's attention?	0-1	2-5	6-7	8-9
How effectively did the speaker introduce the topic?	0-1	2-5	6-7	8-9
<b>Body</b>				
How effectively did the presentation flow? Was the body well organized?	0-1	2-5	6-7	8-9
How well did the presentation utilize credible supportive evidence? Were there sufficient details (explanations, examples, illustrations, etc.) to support the principal ideas of the presentation?	0-1	2-5	6-7	8-9
Was the central message clear? Was there a clear main point/thesis/"take away" that was easy to identify?	0-1	2-5	6-7	8-9
<b>Conclusion</b>				
How well did the speaker bring the presentation to an end?	0-1	2-5	6-7	8-9
<b>Delivery</b>				
How effective was the speaker's eye contact?	0-1	2-5	6-7	8-9
How effective was the physical delivery? (posture, gestures, distracting movements, movement)	0-1	2-5	6-7	8-9
How effective was the verbal delivery? (tone, rate, volume, vocal fillers)	0-1	2-5	6-7	8-9
How well did the speaker use language (vocabulary, terminology if applicable, sentence structure)? Was the language appropriate for the audience and did it support the effectiveness of the presentation?	0-1	2-5	6-7	8-9
<b>Course Relevance</b>				
How well did the speaker incorporate ideas and/or evidence from course readings and class discussions?	0-1	2-5	6-7	8-9
<b>Score</b>				
Bonus Points	+1			
Total	/100			

## Schedule of Readings and Assignments

Week	Date	Readings (Due Before Class)	Assignments	Class Notes
1	M 1/8	No readings	Complete Pre-Class Survey <b>before class</b>	First day of class!
	W 1/10	1. Learning with Perusall 2. Annotate the Syllabus		Review of syllabus
	F 1/12	<i>Player Piano</i> Chapters 1-2		
2	M 1/15	No readings		No class – MLK Day
	W 1/17	<i>Player Piano</i> Chapters 3-4		
	F 1/19	<i>Player Piano</i> Chapters 5-6		Class activity/prep for Oral Presentation #1
3	M 1/22	<i>Player Piano</i> Chapters 7-8		Class activity/prep for Oral Presentation #1
	W 1/24	No readings	Oral Presentation #1: Peer Introductions	
	F 1/26	No readings	Oral Presentation #1: Peer Introductions	
4	M 1/29	<i>Player Piano</i> Chapters 9-10		
	W 1/31	<i>Player Piano</i> Chapters 11-12		
	F 2/2	<i>Player Piano</i> Chapters 13-14		
Week	Date	Readings (Due Before Class)	Assignments	Class Notes
5	M 2/5	<i>Player Piano</i> Chapters 15-16	Meet with Prof Schiff during this week	
	W 2/7	<i>Player Piano</i> Chapters 17-18	Meet with Prof Schiff during this week	
	F 2/9	<i>Player Piano</i> Chapters 19-20	Meet with Prof Schiff during this week	
6	M 2/12	<i>Player Piano</i> Chapters 21-22		
	W 2/14	<i>Player Piano</i> Chapters 23-24		
	F 2/16	<i>Player Piano</i> Chapters 25-26		
7	M 2/19	<i>Player Piano</i> Chapters 27-28		

	W 2/21	<i>Player Piano</i> Chapters 29-30		
	F 2/23	Video: AI Debate		No class – Conference
8	M 2/26	<i>Player Piano</i> Chapters 31-32		Class activity/prep for Oral Presentation #2
	W 2/28	<i>Player Piano</i> Chapters 33-35		Class activity/prep for Oral Presentation #2
	F 3/1	No readings		Class activity/prep for Oral Presentation #2
<b>Week</b>	<b>Date</b>	<b>Readings (Due Before Class)</b>	<b>Assignments</b>	<b>Class Notes</b>
9	M 3/4	No readings	Oral Presentation #2: In-class Debate	
	W 3/6	No readings	Oral Presentation #2: In-class Debate	
	F 3/8	No readings	Complete Midpoint Survey by 11:59 pm	No class – Conference
10	M 3/11	No readings		No class – Spring Break
	W 3/13	No readings		No class – Spring Break
	F 3/15	No readings		No class – Spring Break
11	M 3/18	<i>You Look Like</i> Introduction		New book!
	W 3/20	<i>You Look Like</i> Chapter 1	Oral Presentation #2: In-class Debate	
	F 3/22	Paper: Setting the Agenda for AI	Debate Reflection due at 11:59 pm	
12	M 3/25	<i>You Look Like</i> Chapter 2		
	W 3/27	<i>You Look Like</i> Chapter 3		
	F 3/29	<i>You Look Like</i> Chapter 4		
<b>Week</b>	<b>Date</b>	<b>Readings (Due Before Class)</b>	<b>Assignments</b>	<b>Class Notes</b>
13	M 4/1	<i>You Look Like</i> Chapter 5		
	W 4/3	<i>You Look Like</i> Chapter 6		

	F 4/5	<i>You Look Like</i> Chapter 7		No class – Conference
14	M 4/8	News Stories on AI		
	W 4/10	<i>You Look Like</i> Chapter 8		Class activity/prep for Oral Presentation #3
	F 4/12	<i>You Look Like</i> Chapter 9		No class – Conference
15	M 4/15	<i>You Look Like</i> Ch 10 + Conclusion	Oral Presentation #3: Shark Tank	
	W 4/17	No readings	Oral Presentation #3: Shark Tank	
	F 4/19	No readings		No class – Conference
16	M 4/22	No readings	Oral Presentation #3: Shark Tank	
	W 4/24	No readings	Oral Presentation #3: Shark Tank	
	F 4/26	No readings	Course Evaluation	Last day of class!