ENGL 4397/5369: Senior Seminar

Exploring AI: Storytelling, Ethics, and Multimodal Science Fiction

Meeting Time and Place:
Asynchronous online

INSTRUCTOR
Name: Dr. Zita Hüsing
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         Sciences) 239
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Office Hours: T TH 11 am -12:30 pm
(via Zoom/in person) and by
appointment

COURSE DESCRIPTION

This course questions how popular Science Fiction texts can connect us as **thinkers**, **writers**, and **communicators**. It encourages us to consider our futures, especially in relation to the **ethics of generative AI**. You will learn to analyze the **multimodal** and **storytelling** aspects of these texts. You will be engaging with various texts (ranging from television shows, films, comics, art and novels) of Science Fiction (including examples such as television shows like *Westworld*, *Black Mirror*, excerpts from movies like *2001: A Space Odyssey,* comics like *Blade Runner 2019: Los Angeles* and novels like *Don Androids Dream of Electric Sheep?* and *Neuromancer*). You will explore the **multimodal** communication that these texts undertake while exploring the roles that AI plays in fictional and non-fictional examples. You will inquire the ethics and social inquiries related to AI.

Additionally, this class asks you to engage with texts from different types of new media, including social media, websites, streaming services, and blogs to develop specific rhetorical tactics you can then use in all sorts of areas. You will be encouraged to engage critically with content produced with digital technologies. You will develop your ability to conduct research, to compose writing and to consider how new media presents and uses arguments and stances. Assignments include a short introductory video, a critical multimodal essay, the creation of a research infographic and a short podcast along with a multimodal seminar paper. This course focuses on the possibility of fictional and non-fictional texts to connect us as thinkers, writers, and communicators. You will learn to understand the multimodal aspects of these texts and the audiences that consume them.

CATALOG COURSE DESCRIPTIONS

ENGL 4397
- This course provides advanced students with an opportunity to engage in close readings of texts in historical-literary contexts and to pursue independent research.

ENGL 5369
- In-depth study of a selected area in the field of English language use, literature, rhetoric, or theory.

LEARNING OUTCOMES

Learning Objectives	What They Teach Us
Interpretation and Analysis	Comprehending and interpreting both literal and figurative meaning and paraphrase passages accurately
Critical Analysis	Apply critical thinking when engaging with a variety of texts and multiple perspectives. Develop writing skills with focused research and a sustained critical analysis.
Close Reading	Thinking about the process of reading itself. You will learn to identify and use effectively terms basic to literary interpretation, and to be aware that a variety of methodologies may be used to analyze texts.
Writing	Extending writing skills stressed in earlier-level English courses, writing (and rewriting) at this level will focus on exploring a topic in greater depth.
Contextualization	Addressing variations within and changes between larger cultural contexts of literary works. Experience a sense of wider frameworks of history, methodology, and genre.
Interdisciplinary Studies	Engaging with texts from different types of media and cultures. Connecting critical thinking to technologies.

REQUIRED TEXTS
- Karel Capek's *R.U.R.*: free online copy at Project Gutenberg.
- *Blade Runner 2019: Vol.1: Los Angeles*. Titan Comics, 2019. ISBN: 1787731618. (Available to buy on Amazon or at the UT bookstore)
- *Do Androids Dream of Electric Sheep?* by Philip K. Dick (ISBN: 978-0345404473) (Available to buy on Amazon or at the UT bookstore)
- Further readings will be made available on Canvas, including parts of "Cheryl E. Ball, Jennifer Sheppard, Kristin L. Arola. *Writer/Designer: A Guide to Making Multimodal Projects. 3rd ed*."

- Access to a laptop/computer and internet access to access course materials and readings on Canvas (PDFs, links to videos, reports, handouts).
- Access to MS Word, MS PowerPoint, Audacity, and Canva.com. You can download Office 365 for free as a UT Tyler student here (it includes MS Word and MS PowerPoint).

COMMUNICATION

Please make sure to email me if you have any questions about projects, come by during office hours appointment, or set up an appointment in advance if the office hours are inconvenient. Begin every subject line for every email or Canvas message with ENGLISH 4397 or ENGL 5369 and sign the email with your first and last name. Email correspondence should be respectful and appropriate. I only accept correspondence from your UT Tyler email as per UT Tyler email policy.

COURSE RULES

- Listen and learn from one another, respect others' opinions, experiences, beliefs, values, and differences.
- Alternative viewpoints are welcome in this class; however, statements that are deemed discriminatory toward others in the class or outside the class will not be tolerated.
- All students are responsible for contributing to both their own learning experience and the learning experience of others.
- There is room for vigorous discussion, and sometimes even heated intellectual disagreement; however, it is expected that each person treats others with the utmost care and respect. Conflict between ideas does not need to become conflict between people. Be kind.

UT TYLER ACADEMIC DISHONESTY AND HONOR CODE

This class has a Zero Tolerance Policy for Academic Dishonesty. Any deliberate act of academic dishonesty will result in immediate failure of the entire course. According to the Manual of Student Conduct, "Academic Dishonesty" includes, but is not limited to: cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable, in whole or in part, to another person without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to give unfair academic advantage to the student, or the attempt to commit such an act. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, every member of the UT Tyler community joins together to embrace: "Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do."

ACCOMODATIONS

Students with disabilities, whether physical, learning, or psychological, who believe that they need accommodations, are encouraged to contact the UT Tyler Office of Student Accessibility and Resources as soon as possible to ensure accommodations are implemented promptly. The UT Tyler Office of Student Accessibility and Resources provides students equal access to all educational, social and co-curricular programs through coordination of services and reasonable accommodations, consultation and advocacy.

- [Apply for Services Here](#)
- [Existing SAR Student Login](#)

Note: The SAR registration process may take up to three (3) weeks to complete.

AI POLICY

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**
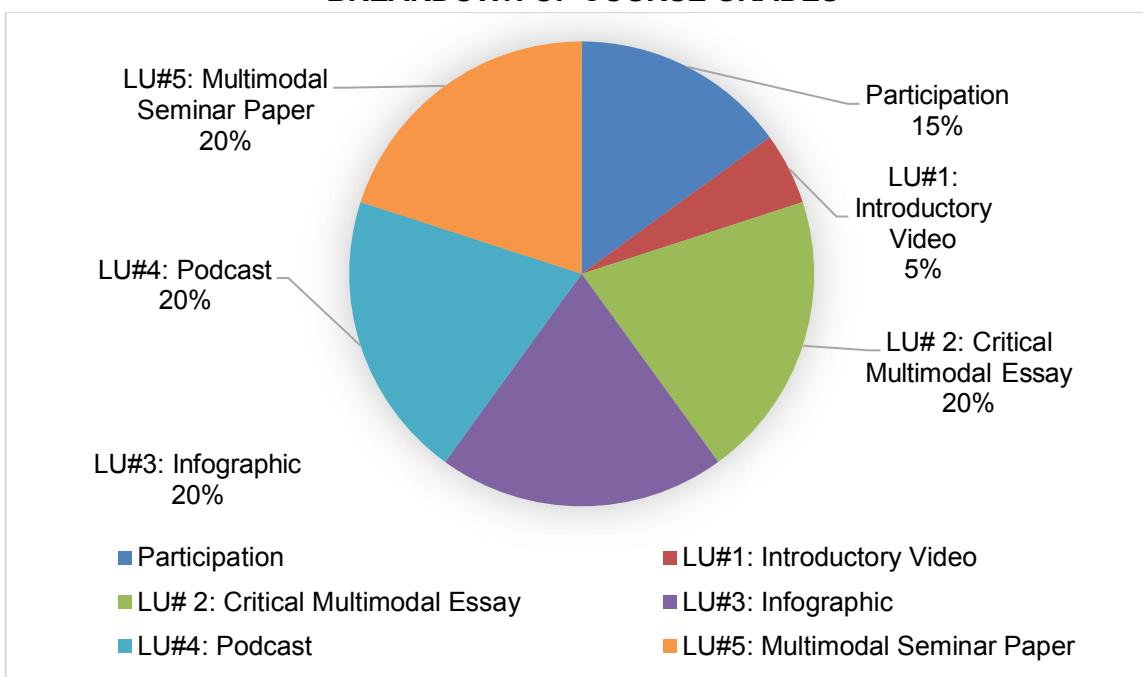
This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and **all use** of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

DESCRIPTION OF ASSIGNMENTS

BREAKDOWN OF COURSE GRADES

The assignments are organized in Learning Units (LUs).

Participation (15%):	I expect regular and enthusiastic participation in class, especially due to its online format. You can acquire up to 100 points in participation by uploading in-class activities on Canvas, participating in discussion forums, and collaborating with each other in a virtual format. Some of you are maybe already acquainted with the texts and/or their film versions. Please refrain from spoiling the fun of reading or watching for everyone else. Make sure to fulfill all these three components for a good participation grade: 1) **Be prepared** for class (complete the assigned reading and writing) 2) **Participate** in respectful, engaging discussion with your colleagues on Canvas 3) **Collaborate** with your peers in group projects. At times you may be divided into smaller groups for small brainstorming sessions in the class so that you have the opportunity to learn from each other.
LU#1: Introductory Video (5%) (individual)	In this assignment, you will create a 60-90 second video to introduce yourself, identify the course you are taking and identify a specific AI-related ethical issue that you are interested in exploring during the course. Talk about your familiarity with science fiction and any texts that you are looking forward to explore and why. To record your video, use an easily accessible technology: a smartphone,

	explore and why. To record your video, use an easily accessible technology: a smartphone, tablet, laptop, or desktop computer with webcam and mic and upload it to Canvas or via a third-party platform.
LU# 2: Critical Multimodal Essay (20%) (individual)	Write a critical multimodal essay (minimum 4 pages, double spaced, maximum 6 pages). A critical multimodal essay includes captioned images to accompany a **close reading** of one (!) chapter or one scene of an assigned text (or a text of your choosing) by pointing out the role of AI in relation to human characters or by commenting on the ethics of AI. This essay can also consists of a comparative analysis between two main characters of the same novel or of two protagonists of different novels. Film analyses of adaptations of the novels are here also more than welcome. Various film adaptations of the texts exist. Include a Works Cited and 1 scholarly source.
LU#3: Infographic (20%) (individual and group)	For this assignment, you will review an issue of your choosing related to our course theme A.I. in SF by creating a research infographic. This text could be a movie, novel, television show or episode, graphic novel, or video game. This assignment consists of three different parts: 1) Create an infographic in which you position the text in relation to a discussion of A.I. in SF for circulation in a digital space of your choosing 2) Pitch your infographic to your peers in with a small video explanation in a discussion forum. Discuss rhetorical choices in designing your poster by commenting on your group's submissions at least twice. 3) In addition to creating the infographic, include a brief written report (500-700 words) that explains your research process and the choices you made in your infographic design.
LU#4: Podcast (20%) (group)	This assignment consists of a group podcast (15%), a proposal (500 words), a script (ca. 1000 words) and a group presentation (5%). You will be recording a well-researched podcast (ca. 15-20 minutes long, recorded with Audacity) that takes a position/makes an argument on a controversial AI topic or subject of your choosing. You can choose to discuss the topic you have used for your critical multimodal essay or infographic or you can choose to decide on a new topic with your group members. You will also be required to upload presentations on the podcast topics.
LU#5: Multimodal Seminar Paper (20%) (individual)	In lieu of a final exam, this class requires you to complete a final multimodal seminar paper in the form of a Canvas E-Portfolio. The seminar paper will include a short abstract (250-300 words) that will be shared in an e-symposium format online, and a substantial researched paper (2750 words (**undergraduate**) and 3000 words (**graduate**) including a Works Cited which engages with critical/theoretical and creative works that we discussed throughout the semester. The seminar paper should also be multimodal and can contain audio/video or image files. Include 3 scholarly sources.

LATE ASSIGNMENTS
Your work should be submitted on time. Acceptable file formats for writing assignments are .doc, .docx or .pdf. Acceptable formats for audio recordings are mp3 or mp4. Acceptable formats for

formats are not accepted and will be counted as missing. Quizzes or other classroom activities cannot be made up. If you have a valid excuse that is documented, reasonable effort will be made in helping you to make up the assignment. Late formal assignments are deducted **one grade letter per day**. Assignment for this asynchronous, online course are generally due on a Sunday by midnight.

EXTENSION LOG POLICY
You will receive a pool of hours that allow you to extend the due date for any formally submitted assignment as you see fit, as long as you remain within the guidelines below (policy developed by Dr. Micheal Rumore and Dr. Franziska Tsufim). The breakdown within each unit is as follows:

LU#1: 24 hours
LU#2: 72 hours
LU#3: 72 hours
LU#4: 48 hours (extension handed in as a group)
LU#5: 0 hours

To receive an extension for an assignment using these hours, simply submit an **extension log** (see template in each Assignment Description on Canvas) to Canvas in place of the assignment. Your logs should set a new deadline by noting how many extension hours will be used and briefly documenting how you will use those hours. You may divide your extension pool into 24-hour "blocks." **The extension is considered automatically granted as long as you submit your log by the assignment's original due date, as your hours cannot be assigned retroactively.** You may submit one additional extension log for a previously extended assignment if you meet your own revised deadline and have the requisite hours in your pool. **Note: LU#5 is not eligible for using your extension hours**.

Personal circumstances, emergencies, or necessary accommodations may require extensions beyond the time granted by this policy. If something unexpected happens during the semester—please do not hesitate to reach out.

GRADES
For determining assignments and final grades, the following scale will be used in this course:

A	90 to 100 points
B	80 to 89 points
C	70 to 79 points
D	60 to 69 points
F	0 to 59 points

STUDENTS RIGHTS AND RESPONSIBILITIES

Please make sure you eat, sleep, and take care of yourself. Make sure to read the policies that outline student responsibilities at UT Tyler:
http://www.uttyler.edu/wellness/rightsresponsibilities.php.

UT TYLER RESOURCES
- UT Tyler Writing Center
- UT Tyler PASS Tutoring Center
- UT Tyler Counseling Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert R. Muntz Library

IMPORTANT DATES
First Class Day: **Monday, January 13**
Census Date: **January 27**
Mid-Term Grades Due: **March 10**
Last day to withdraw from one or more 15-Week courses: **March 31**
Last Class Day: **Thursday, April 24**
Final Exam: **N/A**
Final Grades due: **May 6 (by noon)**

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Exploring AI: Storytelling, Ethics, and Multimodal Science Fiction

CLASS SCHEDULE (Subject to change)

It is the student's **responsibility** to **check the course schedule for changes**. The class schedule will appear in the form of checklists as part of the Canvas modules which will be published at the beginning of every week.

Links to the readings will be indicated on Canvas unless the reading is from one of the textbooks listed on the syllabus.

Week 1 (January 13-19)

Discussion Topic:

- Course Introduction and Introductory Video
- Review Course Syllabus

Assignment:

- **LU# 1: Introductory Video due by 1/19 by 11:59 pm**

Homework:
- Read the syllabus and introductory materials.
- Work on **LU# 1: Introductory Video Script Draft (due 1/15 by 8 pm)**
- Submit **Peer Review for Script Draft by 1/16 by 8 pm**
- Read: Excerpts from *The History of Science Fiction: A Graphic Novel Adventure* (on Canvas)
- Read: Excerpts from Istvan Csicery-Ronay's *The Seven Beauties of Science Fiction* on Canvas (chapter 1)

Week 2 (January 20-26)

Discussion Topic:

- Introduction to Science Fiction and AI

Activities:
- Defining Science Fiction
- Defining Artificial Intelligence: Differentiating AI, the Robot, the Android, the Cyborg, and Generative AI

- Introduction **LU# 2: Critical Multimodal Essay**
- AI Tool: Introduction to Voyant Tools for text analysis

Assignment:
- Discussion post on the question: "What is Science Fiction?" (Due January 22)
- Discussion post on initial thoughts about AI in science fiction (Due January 26)

Homework:

- Watch: It's Alive
- Read: *Writer/Designer,* chapter 1 (uploaded on Canvas)
- Read: Chapter 5 from Mary Shelley's *Frankenstein*
- Read: "On the Literature of Cyborgs, Robots, and Other Automata"

Optional Virtual Gathering:
Friday, January 24, 3-4 PM on Zoom: Course Introduction and Q&A

Week 3 (January 27 - February 2)

Discussion Topic:

- Multimodal Storytelling in Science Fiction

Activities:

- Discussion about the Possibilities of AI in Multimodal Storytelling
- AI Tool: Use Voyant Tools to analyze themes and motifs in *Frankenstein*.

Assignment:

- **LU#2: Critical Multimodal Essay Proposal (Due February 2)**

Homework:
- Read: Excerpt of "R.U.R." by Karel Capek
- Theoretical Reading: *AI Ethics* by Mark Coeckelbergh, ch. 1
- Theoretical Reading (optional): "The Ethics of Artificial Intelligence" by Nick Bostrom and Eliezer Yudkowsky

Week 4 (February 3-9)

Discussion Topic:

- AI Ethics and Labor

Activities:
- Discuss Asimov and the "Three Laws of Robotics" and Mark Coeckelbergh
- Discuss AI and labor and the origin of the robot in fiction in Karel Čapek's "R.U.R.
- Tips for structuring the Critical Multimodal Essay

Assignment:

● **LU# 2: Critical Multimodal Essay Draft (Due February 9)**

Homework:
● Read: Chapters 1-5 of *Do Androids Dream of Electric Sheep?* by Philip K. Dick
● Read: *Writer/Designer,* Ch. 3 (uploaded on Canvas)
● Watch the following video on the AI Tool [ProWritingAid:](#)
▶ ProWritingAid Tutorial For Beginners (Step-By-Step) and create a free account.

Week 5 (February 10-16)

Discussion Topic:

● AI and Class

Activities:
● **Peer Review Workshop for LU#2**
● AI Tool: Use [ProWritingAid](#) to enhance the draft.

● Discuss Androids and Class Inequalities in *Do Androids Dream of Electric Sheep?*

Assignment:

● **LU# 2: Critical Multimodal Essay Final (Due February 16)**

Homework:

● Read: YASF section on "Cyberpunk" to entry on William Gibson:
https://dynamicsubspace.net/teaching/yet-another-science-fiction-textbook-yasft-oer/#cyberpunk

● Read: Chapter 1 from *Neuromancer* (on Canvas)
● Read: ["William Gibson: The Man Who Saw Tomorrow"](#)
● Watch (Optional): [The Matrix](#) ($3.99) or on Hulu with a [free trial](#)
● Watch: Selected scenes from *The Matrix* (on Canvas)
● Watch: ["Cyberpunk Documentary"](#)(until 4:03)
● Watch: ["Cyberpunk 2077: Trailer"](#) (warning: violent content and language)

Optional In-Person Gathering:

Wednesday, February 12, 2-3 PM - Check-in and Q&A for LU# 2

Week 6 (February 17-23)

Discussion Topic:

- AI and Cyberpunk

Activities:

- Discuss *Neuromancer*, *The Matrix,* A.I. and cyberpunk/multimodality and software
- Discuss *the Matrix* – A.I. Software, Control, Fake realities
- Consider technology and the body, the transhuman
- Introduce **LU# 3: Research Infographic**
- Discuss multimodal composing and design choices Canva/Infographic Instruction and Overview
- Go over Infographic Examples
- Collaborative activity: Find examples for infographics online
- Brainstorm an Infographic Topic

Assignment:

- Reflection on LU# 2
- **LU# 3: Infographic Proposal (Due February 23)**

Homework:
- Read: *Blade Runner 2019: Vol.1: Los Angeles*
- Watch: Blade Runner Trailer
- Read: *Writer/Designer,* Ch. 4 (uploaded on Canvas)

Week 7 (February 24 - March 2)

Discussion Topic:

- AI and Revolution

Activities:

- Discuss *Blade Runner 2019: Los Angeles*
- Discuss AI in Graphic Novels and Comics
- Go over Group Pitch Guide
- AI Tool: Use DeepFiction AI to create some alternative narratives

Assignment:

- **LU#3: Infographic Draft and Group Pitch (Due March 2)**

 Homework:
- Watch: *Black Mirror*: "White Christmas," S2 E4
- Read: Christine Mueller's "We Have Only Ourselves to Fear: Reflections on AI through the Black Mirror of "White Christmas" (uploaded on Canvas)
- Read: "Should Robots Be Citizens"
- Read: "Design" on Writing Commons
- Read: "Seven Design Tips for Making Great Infographics"

- Read: *Writer/Designer,* chapter 3 (uploaded on Canvas)
- Watch: Bill Hart-Davidson, "Describe-Evaluate-Suggest: Giving Helpful Feedback"
- Prepare group pitch/proposal of comparative research infographic

Week 8 (March 3-9)

Discussion Topic:

- AI, Privacy, and Rights

Activities:

- Discuss Black Mirror "White Christmas", AI, Privacy, and Rights
- Complete peer review for **LU#3: Infographic Draft and Group Pitch**
- Discuss genre conventions in Infographics
- Go over tips for creating your Infographic

Assignment:

- **LU# 3: Infographic Final (Due March 9)**

Homework:
- Read: Rosi Braidotti's *The Posthuman* (Introduction) on Canvas
- Read: Zita Hüsing's "Human Interactions with Technology: Investigating the Posthuman in HBO's *Westworld.*" *Messages, Sages, and Ages*, vol. 6, no. 1, 2019, pp. 44-58.http://msa.usv.ro/2019/08/28/human-interactions-technology-investigating-posthuman-hbos-westworld-zita-husing/.
- Watch: Selected scenes from *Westworld*, Pilot
- Watch (optional): *Westworld*, Pilot
- Watch (optional): "Rosi Braidotti: 'The concept of human has always been associated with relations of power'"

Week 9 (March 10-16)

Discussion Topic:

- AI and Escapism

Activities:
- Discuss *Westworld*, escapism, theme parks and the posthuman
- Use Galaxy.ai to summarize trailers
- Introduce **LU# 4: Researched Argument Podcast**
- Look at Podcast Examples

Assignment:

- **Reflection on LU# 3: Infographic (Due March 12)**
- **LU# 4: Podcast Proposal (Due March 16)**

Homework:

- Watch: [Audacity Tutorial](playlist) (playlist)
- Think about a topic for LU#4
- Watch selected scenes of *Her* (on Canvas) or watch whole movie *[Her](#)* (optional)
- Theoretical Reading: "Introduction" in *The Computer's Voice: From Star Trek to Siri* by Liz W. Faber (on Canvas)
- Watch: Selected scenes from *Ex Machina* (on Canvas) or watch whole movie *[Ex Machina](#)*

Spring Break (March 17-23)

(no class activities)

Week 10 (March 24-30)

Discussion Topic:

- Representations of A.I.

Activities:

- Discuss *Ex Machina,* A.I. and representations of AI
- AI Tool: Use [DeepFiction AI](#) to brainstorm some themes for the podcast
- Introduce Multimodal Reflection Portfolio set-up and Revolution Podcast Brainstorm
- Peer Review Workshop
- AI Tool: Use [ProWritingAid](#) for script refinement
- Discuss: What is Posthuman?

Assignment:

- **LU# 3: Podcast Script (Due March 30)**

Homework:

- Watch: OnCourse Video on Writing with Purpose
- Watch: Selected scenes of *2001: A Space Odyssey* (links on Canvas)
- Theoretical Reading: "The Singularity is Near" by Ray Kurzweil (excerpts)
- Read: Read: *Writer/Designer,* p.175 (uploaded on Canvas)
- Read: Introduction by James Barrat in *Our Final Invention*

Optional In-Person Gathering: Thursday, March 27, 3-4 PM - Discussion of LU# 4 and Q&A

Week 11 (March 31 - April 6)

Discussion Topic:

- AI as a Threat

Activities:
- Discuss *2001: A Space Odyssey* and A.I. as a threat to humanity and AI and fear
- Discuss creating well-crafted arguments in podcasts

Assignment:

- **LU# 4: Podcast Recording (Due April 6)**

Homework:

- Read: "Cat Pictures Please," Naomi Kritzer
- Read: "Amazon's AI Stores Seemed Too Magical. And They Were"
- Watch: Selected scenes from *Artificial Intelligence*

Week 12 (April 7-13)

Discussion Topic:

- AI as a Helper

Activities:
- Discuss "Cat Pictures, Please" and A.I. as a helper

- Discuss Empathy, Othering, and A.I.

Assignment:

- **LU# 4: Podcast Presentation (Due April 13)**
- **Complete Podcast Check-in Survey**

Homework:
- Read selected chapters from "The Age of Em" by Robin Hanson
- Read: Tara Propper's chapter: "Visualizing Data and Editing Wikis: Redesigning the English Curricula to Professionalize Students." *Multimodal and Digital Creative Writing Pedagogies.* Edited by Kristina Wright and Sara K. Howe, Lexington Books, 2023.

Week 13 (April 14-20)

Discussion Topic:

- AI and Multimodal Communication

Activities:
- Review Guest Lecture: Dr. Tara Propper on space and the environment in technological interfaces, focusing on building bridges between public spaces using digital archiving techniques and technologies.
- Discussion forum on guest lecture

Homework:

- Read: "Reflection Writing and the Revision Process: What Were you Thinking"
- Read selected chapters from "Writer/Designer: A Guide to Making Multimodal Projects"
- Begin working on Multimodal Reflection Portfolio

Week 14 (April 21-27)

Discussion Topic:

- Reflecting on the Social Impacts of AI

Assignment:

- [LU# 5: Multimodal Seminar Paper Draft (Due April 25)](#)

Activity:

- Reflecting on the Social Impacts of AI Discussion Forum
- Review of Multimodal Reflection Portfolio: Layout
- Review of Multimodal Reflection Portfolio: Design and reflections.
- The Value of Reflection: Discussion Forum: OnCourse Video on Personal Empowerment through Reflection and Learning

Homework:

- Read (optional): *Writer/Designer,* pg. 133

Week 15 (April 28 - May 4)

Discussion Topic:

- Course Wrap-Up and Final Reflections
- Multimodal Seminar Paper Abstract

Assignment:

- [LU# 5: Multimodal Seminar Paper Final (Due May 1)](#)

Homework:

- Finalize Multimodal Reflection Portfolio
- AI Tool: Use [ProWritingAid](#) for final portfolio refinement

Major Assignments and Due Dates

- **LU# 1: Introductory Video**: January 19
- **LU# 2: Critical Multimodal Essay Proposal**: February 2
- **LU# 2: Critical Multimodal Essay Draft**: February 9
- **LU# 2: Critical Multimodal Essay Final**: February 16
- **LU# 3: Infographic Proposal**: February 23
- **LU# 3: Infographic Draft**: March 2
- **LU# 3: Infographic Final and Group Pitch**: March 9
- **LU# 4: Podcast Proposal**: March 16
- **LU# 4: Podcast Script**: March 30
- **LU# 4: Podcast Recording**: April 6
- **LU# 4: Podcast Presentation**: April 13
- **LU# 5: Multimodal Seminar Paper Draft**: April 25
- **LU# 5: Multimodal Seminar Paper Final**: May 1

- **Final Symposium at the [E-Open House](): TBD**

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CLASS SCHEDULE (Subject to change)

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Week 1 (January 13-19)

Discussion Topic:

- Course Introduction and Introductory Video
- Review Course Syllabus

Assignment:

- **LU# 1: Introductory Video due by 1/19 by 11:59 pm**

Homework:
- Read the syllabus and introductory materials.
- Work on **LU# 1: Introductory Video Script Draft (due 1/15 by 8 pm)**
- Submit **Peer Review for Script Draft by 1/16 by 8 pm**
- Read: Excerpts from *The History of Science Fiction: A Graphic Novel Adventure* (on Canvas)
- Read: Excerpts from Istvan Csicery-Ronay's *The Seven Beauties of Science Fiction* on Canvas (chapter 1)

Week 2 (January 20-26)

Discussion Topic:

- Introduction to Science Fiction and AI

Activities:
- Defining Science Fiction
- Defining Artificial Intelligence: Differentiating AI, the Robot, the Android, the Cyborg, and Generative AI

- Introduction **LU# 2: Critical Multimodal Essay**
- AI Tool: Introduction to Voyant Tools for text analysis

Assignment:
- Discussion post on the question: "What is Science Fiction?" (Due January 22)
- Discussion post on initial thoughts about AI in science fiction (Due January 26)

Homework:

- Watch: It's Alive
- Read: *Writer/Designer,* chapter 1 (uploaded on Canvas)
- Read: Chapter 5 from Mary Shelley's *Frankenstein*
- Read: "On the Literature of Cyborgs, Robots, and Other Automata"

Optional In-Person Gathering:
Friday, January 24, 3-4 PM in the upper CAS lobby: Course Introduction and Q&A

Week 3 (January 27 - February 2)

Discussion Topic:

- Multimodal Storytelling in Science Fiction

Activities:

- Discussion about the Possibilities of AI in Multimodal Storytelling
- Compare and contrast Frankenstein's Monster to modern AI
- AI Tool: Use Voyant Tools to analyze themes and motifs in *Frankenstein*.

Assignment:

- **LU#2: Critical Multimodal Essay Proposal (Due February 2)**

Homework:
- Read: Excerpt of "R.U.R." by Karel Capek
- Theoretical Reading: "AI Ethics" by Mark Coeckelbergh, ch. 1
- Theoretical Reading: "The Ethics of Artificial Intelligence" by Nick Bostrom and Eliezer Yudkowsky

Week 4 (February 3-9)

Discussion Topic:

- AI Ethics and Labor

Activities:
- Tips for structuring the Critical Multimodal Essay
- Consider *R.U.R.* and the origin of the robot in fiction Discussion Forum on A.I.

- Discuss AI and labor
- Discuss Asimov and the "Three Laws of Robotics"
- **Peer Review Workshop for LU#2**
- AI Tool: Use ProWritingAid to enhance the draft.

Assignment:

- **LU# 2: Critical Multimodal Essay Draft (Due February 9)**

Homework:
- Read: Selected chapter of "Do Androids Dream of Electric Sheep?" by Philip K. Dick
- Watch: OnCourse Video on Analyzing Texts
- Read: *Writer/Designer,* Ch. 3 (uploaded on Canvas)

Week 5 (February 10-16)

Discussion Topic:

- AI and Class

Activities:

- Discuss Androids in *Do Androids Dream of Electric Sheep?*

Assignment:

- **LU# 2: Critical Multimodal Essay Final (Due February 16)**

Homework:

- Read: Excerpt from *Neuromancer*
- Read: William Gibson: The Man Who Saw Tomorrow
- Watch (Optional): *The Matrix* (free with trial)
- Watch: Selected scenes from *The Matrix* (on Canvas)
- Watch: Definition of Cyberpunk (until 4:03)

Optional In-Person Gathering:

Wednesday, February 12, 2-3 PM - Check-in and Q&A for Assignment 2

Week 6 (February 17-23)

Discussion Topic:

- AI and Cyberpunk

Activities:

- Discuss *Neuromancer*, *The Matrix,* A.I. and cyberpunk/multimodality and software
- Discuss *the Matrix* – A.I. Software, Control, Fake realities
- Consider technology and the body, the transhuman
- Introduce **LU# 3: Research Infographic**
- Discuss multimodal composing and design choices Canva/Infographic Instruction and Overview
- Go over Infographic Examples
- Collaborative activity: Find examples for infographics online
- Brainstorm an Infographic Topic

Assignment:

- Reflection on LU# 2
- **LU# 3: Infographic Proposal (Due February 23)**

Homework:
- Read: "Blade Runner 2019: Vol.1: Los Angeles"
- Read: *Writer/Designer,* Ch. 4 (uploaded on Canvas)

Week 7 (February 24 - March 2)

Discussion Topic:

- AI and Revolution

Activities:

- Discuss *Blade Runner 2019: Los Angeles*
- Discuss AI in Graphic Novels and Comics
- AI Tool: Use DeepFiction AI to create some alternative narratives

Assignment:

- **LU#3: Infographic Draft (Due March 2) and Peer Review**

Homework:

- Watch: *Black Mirror*: "White Christmas," S2 E4
- Read: "Should Robots Be Citizens"
- Read: "Design" on Writing Commons
- Read: "Seven Design Tips for Making Great Infographics"
- Read: *Writer/Designer,* pg. 44-51
- Start researching topics for Assignment 3
- Watch: Bill Hart-Davidson, "Describe-Evaluate-Suggest: Giving Helpful Feedback"

Week 8 (March 3-9)

Discussion Topic:

- AI, Privacy, and Rights

Activities:

- Discuss Black Mirror "White Christmas"
- Go over Group Pitch Guide
- Discuss communication and multimodal synergy Explore: How Do You Start a Multimodal Project?
- Go over Tips for Creating your Infographic
- Workshop looking for Infographic sources
- AI Tool: Use [ProWritingAid](#) for refining the infographic content

Assignment:

- **LU# 3: Infographic Final and Group Pitch (Due March 9)**

Homework:
- Prepare group pitch/proposal of comparative research infographic
- Watch: Selected scenes from *Westworld*, Pilot
- Watch (optional): *Westworld*, Pilot

Week 9 (March 10-16)

Discussion Topic:

- AI and Escapism

Activities:
- Discuss *Westworld*, escapism, theme parks
- Go over Group Pitch Guide
- Introduce **LU# 4: Researched Argument Podcast**
- Look at Podcast Examples

Assignment:

- Reflection on LU# 4: Infographic
- **LU# 4: Podcast Proposal (Due March 16)**

Homework:
- Watch: OnCourse Video on Understanding Context
- Watch: Audacity Tutorial (playlist)
- Read: "Charlie Bennett's 10 Step Guide to Starting Your Own Podcast"
- Think about a topic for Artifact 3 Start podcast outline
- Watch selected scenes of "Her"
- Theoretical Reading: "Cyborg Manifesto" by Donna Haraway
- Watch: Selected scenes from *Ex Machina* (on Canvas)
- Read: "Does Ex Machina Have a Woman Problem, or Is Its Take on Gender Truly Futuristic?"

- Read: Introduction to Rosi Braidotti's *The Posthuman*

Spring Break (March 17-23)

(no class activities)

Week 10 (March 24-30)

Discussion Topic:

- AI and Gender

Activities:

- Discuss *Ex Machina,* A.I. and gender
- AI Tool: Use [DeepFiction AI](#) to brainstom some themes for the podcast
- Introduce Multimodal Reflection Portfolio set-up and Revolution Podcast Brainstorm
- Peer Review Workshop
- AI Tool: Use [ProWritingAid](#) for script refinement
- Discuss: What is Posthuman?

Assignment:

- **[LU# 3: Podcast Script (Due March 30)](#)**

Homework:

- Watch: OnCourse Video on Writing with Purpose
- Watch: Selected scenes of *2001: A Space Odyssey* (links on Canvas)
- Theoretical Reading: "The Singularity is Near" by Ray Kurzweil (excerpts)
- Read: Read: *Writer/Designer,* p.175 (uploaded on Canvas)
- Read: Introduction by James Barrat in *Our Final Invention*

Optional In-Person Gathering: Monday, March 24, 4-5 PM - Discussion of Assignment 3 and Q&A

Week 11 (March 31 - April 6)

Discussion Topic:

- AI as a Threat

Activities:
- Discuss *2001: A Space Odyssey* and A.I. as threat to humanity and AI and fear
- Discuss creating well-crafted arguments in podcasts

Assignment:

- **LU# 4: Podcast Recording (Due April 6)**

Homework:

- Read: "Cat Pictures Please," Naomi Kritzer
- Read: "Amazon's AI Stores Seemed Too Magical. And They Were"
- Watch: Selected scenes from *Artificial Intelligence*

Week 12 (April 7-13)

Discussion Topic:

- AI as a Helper

Activities:

- Discuss "Cat Pictures, Please" and A.I. as a helper

- Discuss Empathy, Othering, and A.I.

Assignment:

- **LU# 4: Podcast Presentation (Due April 13)**
- **Complete Podcast Check-in Survey**

Homework:
- Read selected chapters from "The Age of Em" by Robin Hanson
- Read: Tara Propper's chapter

Week 13 (April 14-20)

Discussion Topic:

- AI and Multimodal Communication

Activities:
- Review Guest Lecture: Dr. Tara Propper on space and the environment in technological interfaces, focusing on building bridges between public spaces using digital archiving techniques and technologies.
- Discussion forum on guest lecture

Homework:

- Read: "Reflection Writing and the Revision Process: What Were you Thinking"
- Read selected chapters from "Writer/Designer: A Guide to Making Multimodal Projects"
- Begin working on Multimodal Reflection Portfolio

Week 14 (April 21-27)

Discussion Topic:

- Reflecting on the Social Impacts of AI

Assignment:

- **[LU# 5: Multimodal Seminar Paper Draft (Due April 25)](#)**

Activity:

- Reflecting on the Social Impacts of AI Discussion Forum
- Review of Multimodal Reflection Portfolio: Layout
- Review of Multimodal Reflection Portfolio: Design and reflections.
- The Value of Reflection: Discussion Forum: OnCourse Video on Personal Empowerment through Reflection and Learning

Homework:

- Read (optional): *Writer/Designer,* pg. 133

Week 15 (April 28 - May 4)

Discussion Topic:

- Course Wrap-Up and Final Reflections
- Multimodal Seminar Paper Abstract

Assignment:

- **[LU# 5: Multimodal Seminar Paper Final (Due May 1)](#)**

Homework:

- Finalize Multimodal Reflection Portfolio
- AI Tool: Use [ProWritingAid](#) for final portfolio refinement

Major Assignments and Due Dates

- **LU# 1: Introductory Video**: January 19
- **LU# 2: Critical Multimodal Essay Proposal**: February 2
- **LU# 2: Critical Multimodal Essay Draft**: February 9
- **LU# 2: Critical Multimodal Essay Final**: February 16
- **LU# 3: Infographic Proposal**: February 23

- **LU# 3: Infographic Draft**: March 2
- **LU# 3: Infographic Final and Group Pitch**: March 9
- **LU# 4: Podcast Proposal**: March 16
- **LU# 4: Podcast Script**: March 30
- **LU# 4: Podcast Recording**: April 6
- **LU# 4: Podcast Presentation**: April 13
- **LU# 5: Multimodal Seminar Paper Draft**: April 25
- **LU# 5: Multimodal Seminar Paper Final**: May 1

- **Final Symposium at the [E-Open House](): TBD**