

Quest 1: The Rhetoric of Artificial Intelligence

Course	Days	Time	Location
IDS 2935-19556 Section 1IM2	MWF	Period 3 9:35 - 10:25 AM	L011 Turlington Hall

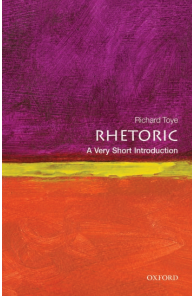
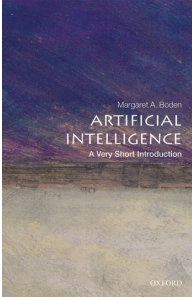
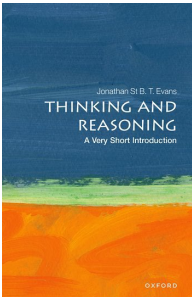
Instructor	Contact	Office Hours	Office
Zea Miller, PhD Assistant Professor of Instruction University Writing Program	zea.miller@ufl.edu (352) 846-1138	Thursdays Noon - 3 PM	2215 Turlington Hall

Course Description

Just as the internet revolutionized the economy, so AI is reshaping potential in every sector from finance and automobiles to art and business to business sales. At the heart of every AI capability or hope lies a human quality, among which number understanding, interpreting, imagining, making smart decisions, and conversing. On this last front, companies large and small, from blue chips to startups, are creating platforms and solutions that drive human-machine interaction by and through conversations. For every, “Okay, Google” or “Hey, Siri” to help us with tasks, there is the potential for “Help me understand something” and “Help me through something.” Thus, while we have the ability to give AI commands, conversational AI has the power to influence, persuade, and help us grow, all of which have equally interesting and alarming possibilities. How do we unlock the ability of AI to convince others? Can AI be programmed to mimic personality qua identity? To the extent that rhetoric is the art of persuasion, can AI be programmed to effectively manipulate situations toward optimal events? In this Quest 1 course, we will examine these questions while testing our assumptions. By relying on multidisciplinary knowledge from anthropology, art, linguistics, philosophy, professional writing, psychology, rhetoric, and technical writing to develop interdisciplinary skills in creative thinking, critical thinking, collaboration, presentations, public speaking, and research, our work in AI will necessarily bridge the humanities with the technical. To that end, we will begin with the history and theories of rhetoric and AI. Then, we will survey the landscape of AI developers and developments. Finally, we will program a conversational AI assistant to explore how rhetorical savvy can attach to AI potential. Along the way, we will use enterprise-grade platforms, pursue certifications for career-readiness, undertake projects to professionalize our writing, and develop professional workplace competencies.

Required Readings and Works

Since writing for artificial intelligence projects and organizations requires multi-disciplinary skills and competencies, interdisciplinary readings on rhetoric, AI, and critical thinking have been assigned.

Cover Image	Text	Assigned Chapters
	<p><u><i>Rhetoric: A Very Short Introduction</i></u> Richard Toye (2013) Oxford University Press ISBN: 9780199651368</p>	<p>Introduction 1. From the Greeks to Gladstone 2. The Scaffolding of Rhetoric 3. Approaches to Rhetoric</p>
	<p><u><i>Artificial Intelligence: A Very Short Introduction</i></u> Margaret A. Boden (2018) Oxford University Press ISBN: 9780199602919</p>	<p>1. What is Artificial Intelligence? 2. Generality as the Holy Grail 3. Language, Creativity, Emotion 4. Artificial Neural Networks</p>
	<p><u><i>Thinking and Reasoning: A Very Short Introduction</i></u> Jonathan St B. T. Evans (2017) Oxford University Press ISBN: 9780198787259</p>	<p>2. Problem Solving 3. Thinking Hypothetically 4. Decision Making 5. Reasoning</p>

Supplemental Readings

Additional sources from the business world, healthcare, and psychology will help us compare and contrast our readings, topics, and discussions.

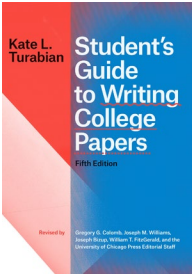

- IBM. 2020. "[What is artificial intelligence?](#)
This source will help us see our work from a new perspective.

- Perneger, Thomas V., and Patricia M. Hudelson. 2004. [“Writing a research article: advice to beginners.”](#) *International Journal for Quality in Health Care* 16 (3): 191–192.
This source will help us see how structure improves argumentation.
- King, A. 1995. [“Inquiring minds really do want to know: Using questioning to teach critical thinking.”](#) *Teaching of Psychology* 22(1): 13–17.
This source will help us understand learning critical thinking from a new perspective.

Materials and Supplies Fees

None

Recommended Writing Guides

Cover Image	Text
	<p>Student's Guide to Writing College Papers, Fifth Edition</p> <p>Kate L. Turabian (2019) Chicago University Press ISBN: 9780226430263</p>
	<p>The Chicago Manual of Style, 17th Edition</p> <p>The University of Chicago Press Editorial Staff (2017) Chicago University Press ISBN: 9780226287058 Digital Version Free via UF Libraries</p>

Quest and General Education Credits

- Quest 1
- Humanities (H)
- Writing Requirement (WR) 2,000 words

Grade Requirements

This course accomplishes the [Quest 1](#) and [General Education](#) objectives of the subject areas listed above. A

minimum grade of C is required for all Quest and General Education credits. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Student Learning Outcomes (SLOs)

Quest 1 Objectives and SLOs

Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development. This course will realize the following Quest 1 [objectives and SLOs](#) and [General Education SLOs](#) by and through the following activities, assessments, deliverables, discussions, experiences, lectures, and readings.

SLO	Fulfilment
<p>Content</p> <p>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.</p>	<p>Method</p> <p>Students will study the concepts, history, key themes, principles, terminologies, theories, modes, and methodologies of rhetoric, artificial intelligence, and identity throughout the course.</p> <p>Vehicles</p> <p>Discussions, Lectures, and Readings on Rhetoric, Artificial Intelligence, and Identity</p> <p>Assessments</p> <p>Quizzes, Exam</p>
<p>Critical Thinking</p> <p>Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.</p>	<p>Method</p> <p>Students will discuss, deconstruct, identify, analyze, deploy the distinctive elements that rest at the interdisciplinary intersection rhetoric, artificial intelligence, and identity.</p> <p>Vehicles</p>

Readings, Lectures, and Discussions on Critical Thinking, Deliverables, Experiences

Assessments

Rhetorical Analysis, Analytical Essay #1, Analytical Essay #2, Enterprise Design Thinking Certification

Method

Students will draft, revise, peer edit, deliver, and present content according to best practices. In addition, students will develop, deploy, revise, and effectively collaborate on solutions as individuals on teams.

Vehicles

Activities, Deliverables, Experiences

Assessments

Analytical Essay #1, Analytical Essay #2, Self-Reflection Essay, Position Statement, Rhetorical Analysis, Experiential Learning Opportunity and related Presentation

Communication

Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Humanities Subject Area Objectives and SLOs

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

SLO	Fulfilment
<p>Content</p> <p>Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</p>	<p>Outcome</p> <p>Students will be able to identify, describe, and explain the histories and theories of rhetoric, artificial intelligence, and identity.</p> <p>Vehicles</p> <p>Discussions, Lectures, and Readings on Rhetoric, Artificial Intelligence, and Identity</p>

Critical Thinking

Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course.

Communication

Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.

Connection

Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

Assessments

Quizzes, Exam

Outcome

Students will further develop critical thinking capacities in problem solving, hypothetical thinking, making decisions, reasoning, ecological thinking, lateral thinking, and creative thinking.

Vehicles

Readings, Lectures, and Discussions on Critical Thinking, Deliverables, Experiences

Assessments

Rhetorical Analysis, Analytical Essay #1, Analytical Essay #2, Enterprise Design Thinking Certification

Outcome

Students will work together in teams to develop and deliver presentations, deploy solutions, and peer-revise through writing as a collaborative process-based work, all of which requires effective in-person and digital communication.

Vehicles

Activities, Deliverables, Experiences

Assessments

Analytical Essay #1, Analytical Essay #2, Self-Reflection Essay, Position Statement, Rhetorical Analysis, Experiential Learning Opportunity and related Presentation

Outcome

Students will reflect on their education and experiences to identify what they learned, consider what they might have done differently, and imagine how they might advise future students to prepare for the course.

Vehicle

Deliverable

Assessment

Self-Reflection Essay

Writing Requirement

Students who successfully complete the course will compose at least 2,000 words across deliverables.

Writing Requirement (WR) Courses

- The WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive WR credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Writing Assessment Rubric

Aspect	Satisfactory (Y)	Unsatisfactory (N)
Content	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
Organization and Coherence	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
Argument and Support	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

Style	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
Mechanics	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Course SLOs

Upon completion of this course, a student should be able to establish ideal rhetorical parameters for any technical text, compose content thereunder, and evaluate compliance thereto, not only generally but also particularly in an AI-related space.

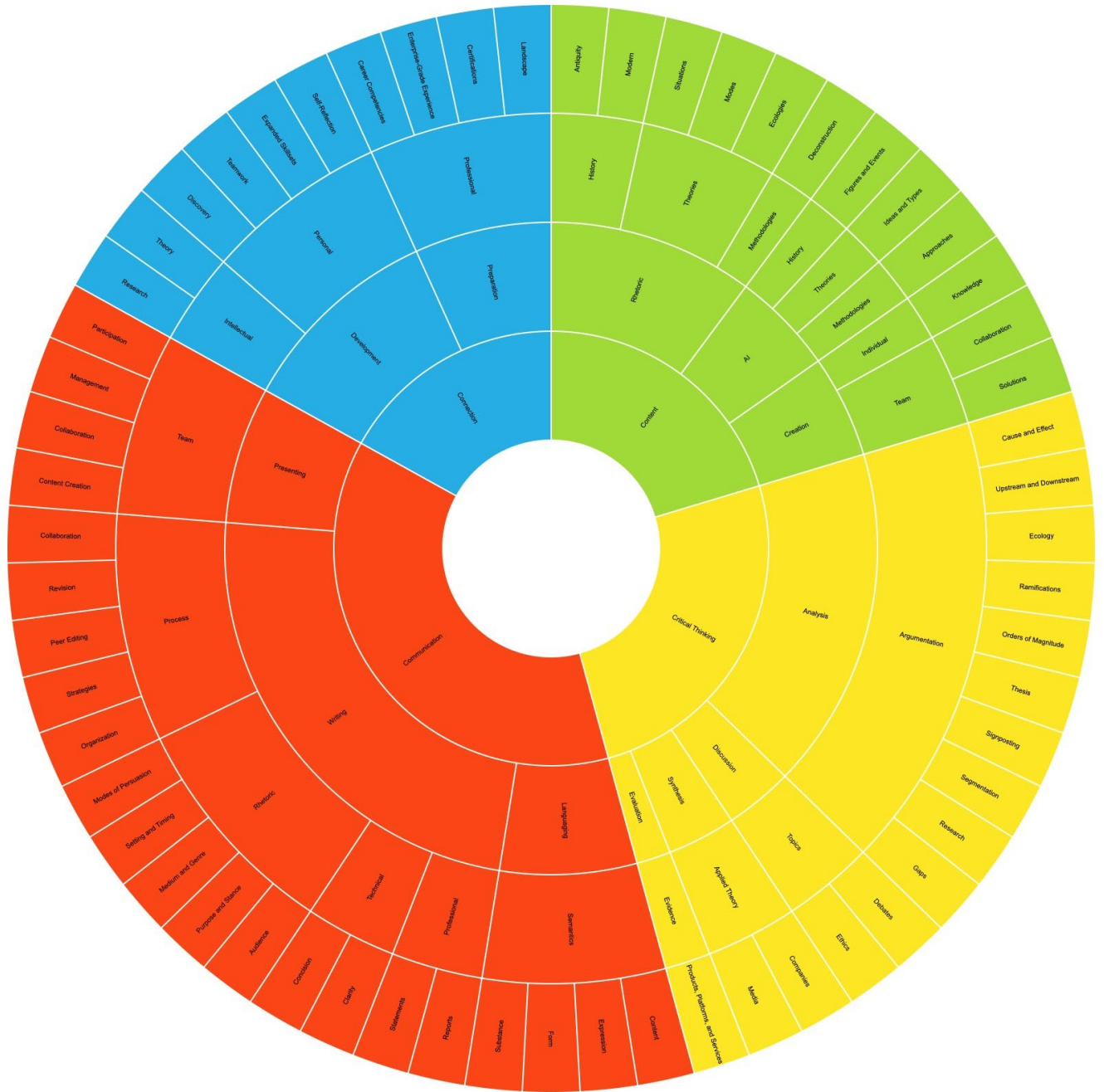
Course Objectives

Goals	Means	Outcomes
<ul style="list-style-type: none"> • To Learn Rhetorical Situations and Ecologies • To Understand the Landscape of AI Platforms, Products, and Services • To Learn the Standards, Practices, and Conventions of Professional and Technical Communication • To Use and Compare Enterprise Software Solutions 	<ul style="list-style-type: none"> • Discussions, Lectures, Readings, Quizzes, and Exams on Rhetoric and Artificial Intelligence • Evaluating Companies • Readings on Technical Writing • Evaluating Platforms, Products, and Services for Deliverables, Quizzes, and Exams • Crafting Multimodal Persuasive Solutions 	<p>By the end of this course, students will be able to understand the history of persuasion and artificial intelligence, discuss current articulations thereof, professionally craft technical content, favorably edit their work as well as the work of their peers, effectively demonstrate solutions and collaboratively marshal resources to support them, and master the strategies to successfully realize AI projects on Enterprise-grade platforms.</p>

- To Develop Communication and Project Management Skills
- To Practice Group Leadership, Participation, and Presentations
- Group Involvement and Communication
- Group Meetings and Presentations
- Project Lifecycle Administration

Skill Development

Owing to the nature of a course that asks students to examine the history of rhetoric and AI, to explore the current AI landscape, and to develop an AI application, growth from the experience will map generally to the following aspects:



Graded Work

Assessments

Classification	Assignment	Points	Words
Major	Module 1 Exam	100	
	Analytical Essay #1	150	1,000 (WR)
	Analytical Essay #2	150	500 (WR)
	Experiential Learning Opportunity	500	
	Self-Reflection Essay	200	500
Minor	Quizzes	50	
	Position Statement	50	250
	Rhetorical Analysis	100	500 (WR)
	Google Technical Writing Review	50	250 (WR)
	IBM Certifications	50	
		1,400	3,000 (2,250 [WR])

Grading Scale

Please review the UF [grade and grading policies](#).

Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74–76%
C-	70–73%
D+	67–69%
D	64–66%
D-	60–63%
E	<60

Major Assignments

Module 1 Exam

Writing about Rhetoric and AI

Canvas. 100 Points. Individual Grade: Grade Scale.

Readings and related content addressed through lectures will be evaluated at the end of Module 1.

Analytical Essay #1

Writing about Writing

Document. 1,000 Words, Minimum. 150 Points. Individual Grade: Grade Scale.

While companies like OpenAI, Numenta, Cohere, Drift, and Dataiku (among others) offer AI platforms, products, and services, they also offer positions, papers, blogs, and social media feeds. Select one AI company and evaluate their content channels for intelligibility, rhetorical savvy, style, and structure. How are they positioning themselves? What differentiates them? What research have they written or had published? Is there any research written about them?

Analytical Essay #2

Writing about Experience

Document. 500 Words, Minimum. 150 Points. Individual Grade: Grade Scale.

Many websites today use chatbots to interact with customers. Find a site, interact with its bot, and non-deliberately uncover points where the interaction breaks. What happened? Why do you think it happened? What could have been done differently? What did it do right? How would you describe its identity and personality?

Experiential Learning Opportunity: Program an IBM Watson Assistant

Team Experience, Showcase, Course Capstone Project

Application Build and Presentation. 500 Points. Individual and Team Grades: P/F.

Secure the IBM Team Essentials for AI Course Certification. Then, program an IBM Watson Assistant according to the team-developed position statement produced during the certification and our understanding of rhetoric and identity. Present your bot during a presentation as a demonstration of its coherence with the position statement.

Learning Objectives

Goals	Means	Outcomes
<ul style="list-style-type: none">To Learn How to Program a ChatbotTo Apply Rhetorical Lessons in a Dynamic Medium	<ul style="list-style-type: none">Program Intents and Events in an IBM Watson AssistantManage Project with Fellow Students as Colleagues	By the end of this major assignment, students will have collaboratively programmed a chatbot that persuades an ideal audience to perform various possible calls to action.

Assessment Rubric

While students will work collaboratively, individual grades will be assigned based on team grades, the presentation, and participation. The presentation component is instructor-assessed. The participation component is self-assessed but can be: (1) team-assessed by and through negligence to the task particularly and project generally; and, (2) instructor-revised or instructor-negated when necessary. Automatic failure of the entire assignment will be the consequence of self- or team-assessed participation failure. Group components must meet or exceed pass criteria for content and expression for credit.

Aspect	Pass (P)	Fail (F)
Content	The Intents and Entities programmed cohere with the position statement.	The Intents and Entities programmed deviate significantly from or do not approach the position statement.
Expression	The Assistant responds in such a way that it signals a personality, identity, tone.	The Assistant responds impersonally and flat.
Experience	The Assistant delights the end-user.	The Assistant fatigues the end-user.
Presentation	Each member of the team effectively develops and captivately delivers at least one slide to the class during a professional demonstration.	Several team members neither develop nor deliver at least one slide to the class during what should not be an unprofessional demonstration.
Participation	Active member of the group. Responsive to communication. Proactive. Attends meetings.	Inactive member of the group. Unresponsive to communication. Reactive. Misses meetings.

Presentation Rubric

Aspect	Rating
Development	0-1
Did the Student Compose Content for a Slide?	
Delivery	0-1
Did the Student Clearly and Effectively Communicate the Slide Content to the Audience?	
Total	0-2
2 Points Required for Presentation Credit	

Participation Rubric

Aspect	Rating
Activity	0-10
Rate the Nature of Your Work in the Group	
Communication	0-10
Rate the Nature of Your Communication with the Group	
Engagement	0-10
Rate the Nature of Your Engagement in the Group	
Attendance	0-10
Rate the Nature of Your Presence at or in the Group Meetings	
Total	0-40
24 Points Required for Participation Credit	

Self-Reflection Essay

Writing about Experience

Document. 500 Words, Minimum. 200 Points. Individual Grade: P/F.

Compose a letter to a future student in this course. What did you learn? What would you do differently? What would you recommend a student do to prepare? Use IBM's natural language processing AI tools to evaluate your content. Revise based on emotional analysis.

Minor Assignments

Quizzes

Writing about Rhetoric and AI

Canvas. 50 Points. Individual Grade: Grade Scale.

Readings and related content addressed through lectures will be evaluated throughout the term.

Position Statement

Team Experience, Writing about Rhetoric

Document. 250 Words, Minimum. 50 Points. Individual and Team Grades: P/F.

Prerequisite: Team Essentials for AI Course Certification. Describe the IBM Assistant your team will program. Beyond who, what, and wow, address its rhetorical situation, ecology, and implementation benefits.

Assessment Rubric

While students will work collaboratively, individual grades will be assigned based on team grades and participation. The participation component is self-assessed but can be: (1) team-assessed by and through negligence to the task particularly and project generally; and, (2) instructor-revised or instructor-negated when necessary. Automatic failure of the entire assignment will be the consequence of self- or team-assessed participation failure. Group components must meet or exceed pass criteria for content and expression for credit.

Aspect	Pass (P)	Fail (F)
Content	The project is reasonable and can be realized. The statement addresses the rhetorical situation, ecology, and benefits meaningfully.	The project is unreasonable and/or cannot be realized. The statement does not address its situation, ecology, or benefits meaningfully.

Expression	The project is articulated clearly, coherently, and with logical organization.	The statement contains egregious errors in grammar, syntax, or punctuation or the clarity, coherence, and organization suffers thereby or for other complications.
Participation	Active member of the group. Responsive to communication. Proactive. Attends meetings.	Inactive member of the group. Unresponsive to communication. Reactive. Misses meetings.

Participation Rubric

Aspect	Rating
Activity Rate the Nature of Your Work in the Group	0-1
Communication Rate the Nature of Your Communication with the Group	0-1
Engagement Rate the Nature of Your Engagement in the Group	0-1
Attendance Rate the Nature of Your Presence at or in the Group Meetings	0-1
Total	0-4
3 Points Required for Participation Credit	

Rhetorical Analysis

Writing about Rhetoric

PowerPoint. 500 Words, Minimum. 100 Points. Individual Grade: Grade Scale.

How do Google, IBM, Microsoft, and Amazon rhetorically position their AI platforms, products, and services? Compare and contrast.

Review Google Technical Writing Lessons

Writing about Experience

Document. 250 Words, Minimum. 50 Points. Individual Grade: P/F.

Write reflection on what information was truly informative. Address what you found helpful and what you wish you would have known earlier.

IBM Certifications

To prepare you for building AI applications as a team, secure two certifications that you can add to your LinkedIn profile and résumé.

Enterprise Design Thinking

Experience

2 Hours. 25 Points. Individual Grade: P/F.

From IBM: “Explore how to apply design thinking in your own company and what it means for you and your team. [The Practitioner Course](#) will give you a baseline of Enterprise Design Thinking skills: collaboration, synthesis, design research, prototyping, and storytelling.”

Team Essentials for AI Course Certification

Team Experience

3 Hours. 25 Points. Individual Grade: P/F.

From IBM: “Explore what it means to design artificial intelligence systems as a team, guided by a clear intent and a focus on people. [This course](#) will give you the framework and tools you need to recognize responsible AI design, align your team, and work with data sources to start building an AI solution today.”

Weekly Course Schedule

Module 1: Theory

What is rhetoric? What is its history? How is it used today? What is AI? What is its history? How is it used today? What is an identity? How are identities determined? How are identities formed? How do identities change? What governs identities? How are connections made? How are disconnections effected? What are flows and what flows? What are experiences? How do emotions shape identities? What is information?

Theme

The Theoretical Intersection of AI, Rhetoric, and Identity

Knowledge Development

Analytical Philosophy (Identity), Anthropology (Behavior, Information, Markedness, Semiotics), Continental Philosophy (Machinic Thinking, Flows), History (Rhetoric and AI), Psychology (Affect, Emotions), Rhetoric (Ecology, Situations, Modes of Persuasion), Writing (Technical Writing)

Skill Development

Design Thinking, Technical Writing, Research

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
1	Find Examples of Rhetoric and AI Bots to Create a Connections Map	Quiz	Lecture on Interaction, Connections, and Causality; Discuss AI Today	<i>Rhetoric: A Very Short Introduction</i> . Pages 1–7: Introduction and From the Greeks to Gladstone (1).
2	Deconstruct Chatbot Rhetorical Situations	Quiz	Lecture on Rhetoric; Discuss Rhetoric Today	<i>Rhetoric: A Very Short Introduction</i> . Pages 8–32: The Scaffolding of Rhetoric (2).
3	Deconstruct Chatbot Features and Identities	Quiz; Rhetorical Analysis Assignment	Lecture on Identity and Rhetoric; Discuss Corporate Identities and Authors	<i>Rhetoric: A Very Short Introduction</i> . Pages 57–82: Approaches to Rhetoric (3).
4	Create Map of AI Offerings	Quiz	Lecture on Artificial Intelligence; Discuss AI Products, Platforms, and Services	<i>Artificial Intelligence: A Very Short Introduction</i> . Pages 1–49: What is Artificial Intelligence (1) and General Intelligence as the Holy Grail (2).
5	IBM Enterprise Design Thinking Certification	Quiz; Google Technical Writing Evaluation Assignment	Lecture on Professional and Technical Writing; Discuss Creativity, Writing, and AI	<i>Artificial Intelligence: A Very Short Introduction</i> . Pages 50–68: Language, Creativity, and Emotion (3).
6	Prepare for Exam as a Class	Module 1 Exam	Discuss Rhetoric and AI Topics on the Exam	<i>Artificial Intelligence: A Very Short Introduction</i> . Pages 69–89: Artificial Neural Networks (4).

Module 2: Research

How do businesses develop, use, promote, and deploy AI solutions? What social media strategies do they employ? How do AI chatbots work and break?

Theme

The Business Intersection of AI, Rhetoric, and Identity

Knowledge

Business (Marketing, Social Media), Engineering (Failure Analysis), Professional Writing (Analysis, Argumentation, Deconstruction, Evidence, Formatting, Research, Structure, Style), Rhetorical Analysis

Skills

Critical Thinking, Professional Writing, Research

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
7	Group Practice for Essay #1		Lecture on Library Research	IBM. 2020. " What is artificial intelligence? "
8	Research for Essay #1	Analytical Essay #1 Assignment	Lecture on Structure and Argumentation; Discussion on Reading	Perneger, Thomas V., and Patricia M. Hudelson. 2004. " Writing a research article: advice to beginners. " <i>International Journal for Quality in Health Care</i> 16 (3): 191–192. 6-Minute Read.
9	Research for Essay #2	Analytical Essay #2 Assignment	Discussion on Critical Thinking and Questions; Discussion on Reading	King, A. 1995. " Inquiring minds really do want to know: Using questioning to teach critical thinking. " <i>Teaching of Psychology</i> 22(1): 13–17. 16-Minute Read.

Module 3: Application

What properties and attributes of identity can be programmed into a chatbot? What persuasive power could one deploy to optimal ends? What problems could it solve? How could the process and effort to answer these questions be captured and delivered professionally as presentations accompanied by a slide deck?

Theme

The Practical Intersection of AI, Rhetoric, and Identity

Knowledge

Anthropology (Behavior, Markedness, Semiotics), Art (AI-Generated), Linguistics (Semantics), Philosophy (Aesthetics), Psychology (Affect, Emotions), Rhetoric (Oratory, Ecology, Modes, Visual), Structuralism (Identity)

Skills

Creative Thinking, Leadership, Presentation Design, Problem Solving, Project Management, Public Speaking, Technical Writing

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
10	Demonstration on How to Build an Assistant	Quiz	Discussion on Intents and Events	<i>Thinking and Reasoning: A Very Short Introduction.</i> Pages 32–47: Thinking Hypothetically (3); Pages 64–81: Reasoning (5).
11	IBM Team Essentials for AI Course Certification	Position Statement Assignment	Discussion on Team Project Management Techniques and Technologies	<i>Thinking and Reasoning: A Very Short Introduction.</i> Pages 48–63: Decision Making (4).
12	Experiential Learning Opportunity: Building Watson Assistant as Teams	“Experiential Learning Opportunity Assignment: A Functioning Watson Assistant”		<i>Thinking and Reasoning: A Very Short Introduction.</i> Pages 17–31: Problem Solving (2).

13	(Continued)	(Continued)	Discussion on PowerPoints
14	(Continued)	(Continued)	Discussion on AI-Generated Images
15	Team Conferences with Instructor		
16	Teams Demonstrate Watson Assistants to Class	Presentation to Class Assignment and Self-Reflection Essay Assignment	

Course Policies and Statements

Attendance

Required. Only those absences deemed excused according to [UF policy](#), including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. After 3 unexcused absences, 25 points per absence will be deducted from the final grade. Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness

If you miss more than 15 minutes of class, you will be marked as having been absent for the session, unexcused. While highly unlikely, if inauspicious circumstances delay my arrival by more than 15 minutes, activities for that day should be considered canceled.

Participation and Preparation

Required. Ungraded for discussions. Self-graded only for group project. On average, you will need to devote at least 3 hours per week for attendance and participation and 6 hours per week towards writing, reading, and research as preparation.

Important Dates, Changes, and Readings

Please review the course calendar on Blackboard weekly. Objectives are subject to change. Assignments and deadlines are subject to change relative to our overall progress. Changes will be announced in class or by email. Please consult the course calendar and the assignments page in Canvas for required and recommended readings.

Composition Process and Storage

All work for this course must be composed and stored on Microsoft OneDrive, Google Docs, or a similar cloud storage service. Your work must be original (see University Honor Policy). Assignments must undergo editing as part of the composition process.

Peer Editing

This course will promote writing as a process. To that end, all students will be tasked with peer editing responsibilities. Failure to edit the work of others will result in a 10% reduction for the project in play.

Grading

Assignments must be submitted as indicated on Canvas to be graded. Coursework will be graded by how closely it meets the rubric criteria outlined for it. Instructor reserves the right to revise or negate self-submitted or team-submitted grades as necessary or proper.

Late Work and Make-Up Work

Excepting presentations, late work will be accepted within a 1 course-day window after the assignment is due. However, for each real day the assignment is late, a 5% penalty will be assessed. Late work submitted after that window will be subject to a grade ceiling of B. Quizzes and exams must be completed within a 2 course-day window for credit.

Laptops, Cellphones, and Other Electronic Devices

Laptops are welcome in class for note-taking and peer editing. Cellphones should always be silent. However, please let me know if you are expecting an urgent call or text. If set to vibrate, phones should not rest on your desk. Other devices should not be used in class unless otherwise directed, based on the assignment. Students who misuse their electronics will first be asked to terminate their activities and, second, dismissed for the day unexcused.

Disruption

Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. The professor will take immediate action when inappropriate behavior occurs.

Nondiscrimination

Discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran is prohibited.

General Disclaimer

The professor reserves the right to make changes to this syllabus as necessary.

University Policies and Statements

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

U Matter, We Care

If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center

Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center

Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

GatorWell Health Promotion Services

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

The Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the [Writing Studio website](#) for one-on-one consultations and workshops.

Additional Support

- [Career Connections Center](#)
- [E-learning](#)
- [Library](#)

UF Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via [GatorEvals](#). Guidance on how to give feedback in a professional and respectful manner is [available](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are [available](#) to students.