
THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Course Information

Term: Fall 2023

Course ID(s): UW 1020 sections M45 (CRN: 42595) & M59 (CRN: 45297)

Instructor Info

Name: J. M. Paiz, Ph.D. (he/him || they/them)

- Teaching Assistant Professor of English for Academic Purposes
- Preferred Appellation: Dr. Paiz (title) Prof. Paiz (rank)

Email: jpaiz@gwu.edu | *Office Phone:* 202.994.1059 (x41059 – on campus)

Office Hours: T/R 3:00-4:00 PM AMES 211 (MV) | W/F 8:00-9:00 AM, Phillips 611 (FB)

- By appointment only, to ensure availability.
- Signup Link: <https://calendly.com/jpaiz/fall-23-office-hours>

Partner Librarian Info

Name:

Email:

Required Materials

- *The New Laws of Robotics: Defending Human Expertise in the Age of AI* by Frank Pasquale – Harvard University Press
- *The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence* by Kate Crawford – Yale University Press
- Additional required readings (OERs) will be provided by the instructor and distributed via Blackboard throughout the semester
- Access to an Office Productivity suite

Recommended for Students New to AI

- *Artificial Intelligence: A Guide for Thinking Humans* by Melanie Mitchell

Course Description

In today's rapidly evolving technological landscape, artificial intelligence (AI) plays an increasingly prominent role in various aspects of our lives, including writing and composition. In this course, students will explore the intersection of AI tools, rhetoric, and composition, aiming to develop a nuanced understanding of how we can effectively integrate these tools while upholding the value of human expertise. This section of *University Writing* begins by immersing students in the world of AI and its implications for composition processes. This work will be supported by drawing on critical texts such as Frank Pasquale's *New Laws of Robotics* and Kate Crawford's *The Atlas of AI*. Students will critically examine AI adoption's ethical, social, and cultural dimensions in writing and knowledge-work practices by engaging with these texts. These texts will provide a foundation for discussions on the responsible and mindful integration of AI tools in writing processes.

Throughout the course, students can experiment with various AI-based writing tools, analyze their strengths and limitations, and reflect on their implications for creativity, authorship, and intellectual property. Students will also explore how AI can assist in generating ideas, improving grammar and style, and providing feedback on drafts. The course will foster an understanding of the importance of balancing AI assistance and human expertise in composing. Students will delve into topics such as the ethical considerations of AI-generated content, the impact of AI on authorial agency, and the potential biases embedded in AI algorithms. As students engage in hands-on activities, critical discussions, and reflective writing, they will develop their abilities to navigate and leverage the AI-rich composition landscape. By the end of the course, students will have a deeper understanding of the opportunities and challenges that arise when composing in an AI-rich world, enabling them to make informed decisions about integrating AI tools while preserving the essence of human expression and creativity.

Utilizing a writing-as-inquiry approach, students in this section of UW will practice composing in an array of genres—from informal discussion forum posts to explore initial ideas to crafting operationalized definitions to create lenses for later inquiry that will become crystalized in a formal research paper.

Note: This course assumes no prior knowledge of AI or technical expertise. It welcomes students from diverse disciplinary backgrounds who are interested in exploring the intersection of AI and composition in contemporary society.

Learning Objectives

UW1020, a four-credit course, is the first of a three-part University Writing curriculum designed to help students gradually develop the necessary skills and habits of mind to successfully engage in the various literate tasks they will encounter while at GW and to begin to understand the disciplinarily situated nature of knowledge and writing. UW1020 sections use a variety of topics, approaches, and assignment designs to meet a common set of learning objectives which can be found on the [University Writing Program website](#).

After taking this section of UW1020, you will be able to:

- Understand and deploy key rhetorical tools to craft effective messages that meet the disparate demands of different genres, disciplines, and purposes.
- Think about and critically deploy AI-tools as part of writing workflows.
- Explore how AI and computer literacies intersect with disciplinary expertise to create ways of being, doing, and knowing that respect human expertise and connection.
- Understand the importance of audience awareness in crafting meaningful, accessible, and transparent writing.
- Evaluate how writing conventions align with broader academic and professional values.
- Understand undergraduate expectations and practices for conducting library research and using research databases.
- Build your personal toolkit of writing strategies for university life and beyond.

UW 1020 Common Workload Framework

Every UW1020 course requires 25 to 30 double-spaced pages or their equivalent, of “finished” writing. Finished writing is developed in a rigorous composition process, often consisting of pre-draft preparation, drafts, and revisions based on the instructor’s advice and classmates’ comments. In this class, students can expect these 25-30 pages of “finished” work to be reflected in the final drafts of three major papers, of which students will complete multiple stages as discussed above.

Attendance Policy

Class attendance is required, with limited excused absences; class participation is essential to performance and affects the final grade. While attendance will be taken each class period, as it helps the instructor get to know their students, there will not be a direct reduction based on non-attendance. However, not attending class may have “knock-on effects” such as a reduction in possible participation score, missing critical content and instruction, increased difficulty meeting expectations for assignments, learning loss, etc. Please note that while I do not directly score attendance, I also do not “re-teach” the class. Students are responsible for all material, including material that they miss due to absences. If you miss class, you should start by touching base with your peers to see what you missed. If needed, you should then make time to talk to me during office hours with specific questions to guide our conversation. Note that: “What did I miss” is not specific and would likely lead me to direct you to the course syllabus.

Credit Hour Policy

Per federal and university guidelines, over 14 weeks, students will spend three credit hours per week in class (150 minutes), with an additional one credit hour (50 minutes) spent either in class or with a hybrid equivalent (online or other guided instruction): 56 hours for the semester. Homework and other out-of-class work are estimated at an average of 8 hours per week (112 hours over the course of the semester).

Grading Information

This course's grading will be in one of two “modes,” depending on the assignment under review. Short, low-stakes assignments will be graded holistically by considering how well the students’ work meets the assignment requirements and how effectively the piece communicates the student’s thoughts to another person. Longer, higher-stakes assignments will be graded analytically, with a rubric provided to all students when the assignment is introduced in class.

Grade Breakdown

Category	Points Value
Participation & Engagement	100
Reflective Learning Journals (x7) – Short 300-600 word writing tasks assigned on a bi-weekly basis that encourage students to connect UW 1020 learning to other aspects of their GW experience.	70

Discussion Boards (x7) – short 300-600 word writing tasks assigned on a bi-weekly basis to encourage community engagement and discussion in our local community of practice.	70
Operational Definition – A formalized definition writing assignment that utilizes external sources to craft a working definition of a key concept related to the course theme in a way that it can then be applied to further inquiry. Approximately 3-5 pages.	120
Annotated Bibliography – A series of 5-7 summary/responses connected to a series of scholarly articles that may be used in the research paper following a modified APA format. Approximately 8-10 pages	150
Research Paper – A formalized argumentative research paper that requires students to put their own perspectives in dialogue with a variety of scholarly and popular sources to address some issue related to the course theme. Approximately 13-15 pages	250
Viva Voce – Reflective Defense	200
Total Points Possible	1000

Grading Model

- A – 940-1000 points
- A- – 900-939 points
- B+ – 860-899 points
- B – 830-859 points
- B- – 800-829 points
- C – 730-799 points
- C- – 700-729 points
- D – 600-699 points
- F – 0-599 points

The “R” Grade. Students must pass UW1020 with a grade of C- or higher. In exceptional circumstances, and only in line with university policy and at the discretion of the instructor, a grade of “R” may be entered instead of an “F.” A grade of R denotes the need to repeat the class. However, it suggests that the student has still engaged critically with the course but likely encountered a significant life challenge that impeded their ability to perform adequately. The R grade doesn’t factor into the student’s GPA, but an F does.

UW1020, WID, and the General Literacy Requirement

Students satisfy the GW literacy requirement by taking University Writing 20 (a four-credit, four-hour course) in their first year, AND six credit hours worth of “Writing in the Disciplines” (WID)

courses in their sophomore and junior years (for a total of three classes). WID courses are regular, content-area courses that include a writing component. For a list of WID courses, see <http://www.gwu.edu/~uwp/wid/wid-courses.htm>

Capstone Events

The Capstone Committee plans a University Research and Writing Conference held in both the fall and spring semesters during Week 7 of classes. For more information see: <http://www.gwu.edu/~capstone/symposium/conference2.html> or contact the Capstone Committee Chair, Sandie Friedman (srf@gwu.edu).

Disability Support Services

Any student who may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services (DSS) to inquire about the documentation necessary to establish eligibility and to coordinate a plan of reasonable and appropriate accommodations. DSS is located in Rome Hall, Suite 102. For additional information, please call DSS at 202-994-8250, or consult <https://disabilitysupport.gwu.edu>.

Advisor Contacts for Students

If a family or personal emergency arises during the semester that requires you to miss several class days, or perhaps leaves you considering withdrawal from one or more courses, contact an advisor in your dean’s office for help. Below is the contact information for the directors of advising in each of the schools (these can change, but an updated list is generally sent at the start of each semester):

- CCAS – Candace Sumner-Robinson, csumner@gwu.edu
- GWSB – Mirasol Española, mespanola@gwu.edu; general email: gwsbadv@gwu.edu
- ESIA – Sarah Squire, srsquire@gwu.edu
- SEAS - Jonathan Ragone, jvragone@gwu.edu
- MISPH – Advising central email: sphundergrad@gwu.edu
- Assistant Athletics Director/Educational Support Services – Danya Ellman, dellman@gwu.edu

Counseling Center Contact Information

The University Counseling Center is located at 2033 K St, NW, Suite 330. The Counseling Center is available by telephone 24 hours a day at 202.994.5300. Information about their services is available at <http://gwired.gwu.edu/counsel/>.

Major University Deadlines

- Last day for RTF-EZ Add/Drop: 22 September 2023
- Withdrawal dates: 5 November 2023

The Writing Center

The GW Writing Center is an inclusive space, serving the GW community. The Writing Center cultivates skilled, confident writers by facilitating conversations at all stages of the writing process. Working with peer mentors, writers develop strategies to write independently in academic and public settings. You can book Writing Center appointments online. For more information about the Writing Center, please visit our website. Appointments fill up quickly, so book in advance!

Tentative Course Outline

Please see the course Blackboard for detailed assignment due dates and required reading information.

Week	Topics	Readings	Assignments
Week 1 24 Aug	<ul style="list-style-type: none">• Course Introduction• Setting Expectations• Uncovering baselines	<ul style="list-style-type: none">• Syllabus• Learning Journal Assignment Prompt• Read <i>Atlas of AI</i> “Introduction”	<ul style="list-style-type: none">• Learning Journal 1
Week 2 29 Aug	<ul style="list-style-type: none">• Genres & A Process Approach to Writing• Conceptual/Operational Definitions• Operationalizing AI• <i>Atlas of AI</i> discussion 1	<ul style="list-style-type: none">• Read <i>Atlas of AI</i> Chapter 1 “Earth” and Chapter 2 “Labor”• Operational Definition Assignment Prompt• Additional Readings on Blackboard	<ul style="list-style-type: none">• Discussion Board 1
Week 3 5 Sept	<ul style="list-style-type: none">• Introducing Rhetoric• Working with Others’ Writing	<ul style="list-style-type: none">• Read <i>Atlas of AI</i> Chapter 3 “Data” and Chapter 4 “Classification”• Additional Readings on Blackboard	<ul style="list-style-type: none">• Learning Journal 2• Rough Draft of Operational Definition
Week 4 12 Sept	<ul style="list-style-type: none">• AI Tools & Revision and Editing• Refining Our Work• <i>Atlas of AI</i> discussion 2	<ul style="list-style-type: none">• Read <i>Atlas of AI</i> Chapter 5 “Affect” and Chapter 6 “State”• Additional Readings on Blackboard	<ul style="list-style-type: none">• Discussion Board 2• Operational Definition

Week 5 19 Sept	<ul style="list-style-type: none"> • Research and “Research” • Finding Space for Inquiry • Locating Yourself in an AI-rich World 	<ul style="list-style-type: none"> • Read <i>Atlas of AI</i> “Conclusion” and “Coda: Space” • Annotated Bibliography Assignment Prompt • Additional Readings on Blackboard • Reading 1-2 self-selected sources 	<ul style="list-style-type: none"> • Learning Journal 3
Week 6 26 Sept	<ul style="list-style-type: none"> • Evaluating Sources • AI Tools for Research • Transitions Discussion • AnnBib Project Mini Update 	<ul style="list-style-type: none"> • Read <i>New Laws of Robotics</i> Chapter 1 “Introduction” • Additional Readings on Blackboard • Read 2-3 self-selected sources 	<ul style="list-style-type: none"> • Discussion Board 3 • Source Sharing Activity (in-class)
Week 7 3 Oct	<ul style="list-style-type: none"> • Creating Dialogues between Sources, Ideas, and Self • AI Conversations for Synthesis and Application • Writing Workshops 	<ul style="list-style-type: none"> • Read <i>New Laws of Robotics</i> Chapter 2 “Healing Humans” • Additional Readings on Blackboard • Read 2-3 self-selected sources 	<ul style="list-style-type: none"> • Learning Journal 4 • AnnBib Draft
Week 8 10 Oct – Fall Break	<ul style="list-style-type: none"> • Reflection & Learning • Midterm Review Discussion 	<ul style="list-style-type: none"> • Read <i>New Laws of Robotics</i> Chapter 3 “Beyond Machine Learners” • Additional readings on Blackboard • Finish reading self-selected sources 	<ul style="list-style-type: none"> • Discussion Board 4
Week 9 17 Oct	<ul style="list-style-type: none"> • Transitioning to Research • Inquiry and University Learning • Establishing a Project 	<ul style="list-style-type: none"> • Read <i>New Laws of Robotics</i> Chapter 4 “The Alien Intelligence of Automated Media” and Chapter 5 “Machines Judging Humans” 	<ul style="list-style-type: none"> • Learning Journal 5

	<ul style="list-style-type: none"> • <i>New Laws of Robotics</i> Discussion 1 	<ul style="list-style-type: none"> • Additional Readings on Blackboard 	
Week 10 24 Oct	<ul style="list-style-type: none"> • From Research Plans to Active Inquiry • Sharing and Refining Research Plans • AI Tools for Research II (student-led) 	<ul style="list-style-type: none"> • Read <i>New Laws of Robotics</i> Chapter 6 “Autonomous Forces” • Additional Readings on Blackboard • Begin reading initial self-selected sources 	<ul style="list-style-type: none"> • Discussion Board 4 • Research Plan (in-class) • AI-tools for Research (in-class)
Week 11 31 Oct	<ul style="list-style-type: none"> • Research as Argument • Writing Research • <i>New Laws of Robotics</i> Discussion 2 	<ul style="list-style-type: none"> • Read <i>New Laws of Robotics</i> Chapter 7 “Rethinking the Political Economy of Automation” and Chapter 8 “Computational Power and Human Wisdom” • Additional Readings on Blackboard • Continue reading self-selected sources 	<ul style="list-style-type: none"> • Learning Journal 6 • Research Update Round Table (in-class)
Week 12 7 Nov	<ul style="list-style-type: none"> • Research Conferences 	<ul style="list-style-type: none"> • Continue reading self-selected sources 	<ul style="list-style-type: none"> • Discussion Board 6
Week 13 14 Nov	<ul style="list-style-type: none"> • AI and College Composition • AI and the Future of Teaching and Learning • Synthesis Discussion 	<ul style="list-style-type: none"> • Additional Readings on Blackboard • Continue reading self-selected sources 	<ul style="list-style-type: none"> • Learning Journal 7 • Digital Peer Review • Research Paper Rough Draft Due
Week 14 21 Nov	<ul style="list-style-type: none"> • Thanksgiving Break 	<ul style="list-style-type: none"> • Continue reading self-selected sources 	<ul style="list-style-type: none"> • None
Week 15 28 Nov	<ul style="list-style-type: none"> • Concluding Research Discussion • Learning and Knowing in the Age of AI Discussion 	<ul style="list-style-type: none"> • Additional Readings on Blackboard • Viva Voce Reflective Defense Assignment Prompt 	<ul style="list-style-type: none"> • Discussion Board 7

	<ul style="list-style-type: none">• Prepping for the Viva Voce Reflective Defense		
Week 16 5 Dec	<ul style="list-style-type: none">• Learning and Learning Transfer	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• Viva Voce Reflective Defense