

Future, Futurism, and Technology: Philosophizing the Unknown

Course Instructor: Jordan Kokot

Contact Information: jdkokot@bu.edu

Office Location:

Office Hours:

Course Librarian: TBD

Contact Information: jdkotula@bu.edu

Course Dates:

Course Location:

Course Time:

Credits:

Course Description

Although we are often encouraged to write what we know, the best research is motivated by our interest in the unknown: What do we want to discover, how can we discover it, and what are the most effective ways to communicate our discoveries? These questions will drive our work in in this course and will help you cultivate your writing and research skills through a range of assignments, including a scholarly research essay in which you will be responsible for identifying and refining a topic, devising research questions, and answering those questions by finding and using a range of scholarly and non-scholarly source. You will also translate your academic writing into genres targeted at different audiences. These experiences will help you practice and better understand the ways information is produced, disseminated, and used today.

The specific topic of this section is “Future, Futurism, and Technology: Philosophizing the Unknown” In this course, we will begin to investigate the meteoric rise of modern technology, the tremendous impact it has had on the human experience, and what it might mean for our future as individuals and as a species. Rather than providing an historical overview of a particular technology or set of technologies, this course will investigate the more general role technology plays in human life, its benefits, the damage it can cause, and its implications for the future. We will be reading texts regarding important figures in the history of technology such as Alan Turing, futurists such as Raymond Kurzweil, and theorists who are more wary, such as Martin Heidegger and Danah Boyd and asking questions about the role algorithms play in daily life, the growing power of social media and surveillance capital, the promising and startling future of artificial intelligence, and the potential world changing effects of genetic engineering.

Course Objectives

You will develop your abilities to:

- strategically search for and select both scholarly and non-scholarly sources and read them with understanding, appreciation, and critical judgment
- craft responsible, considered, and well-structured written arguments;
- express yourself orally and converse thoughtfully about complex ideas
- engage a range of sources in order to address research questions and to communicate findings in the form of responsible, considered, and well-structured written arguments
- produce clear, coherent prose in a range of genres and styles, using different media and modes of expression as appropriate
- plan, draft, and revise efficiently and effectively, and help your peers do the same by responding productively to their work

- reflect on how research, reading, writing, and editing practices differ for varied audiences, genres, and purposes

Instructional Format, Course Pedagogy, and Approach to Learning

Although they differ in their subject content, all WR seminars share common goals and lead you through a sequence of assignments that emphasize a process of planning, drafting, and revising informed by feedback from your classmates and instructor. Seminar activities also give you opportunities to engage in focused scholarly inquiry and discussion.

In WR 150, you will undertake an extended research project related to our course topic. You will conduct individual and/or group research, exploring new ways to find, evaluate, and engage with information from different sources and in different formats. You will become better able to select and use information sources strategically to formulate and respond to research questions and to participate in the scholarly conversation about your topic. You will also become a more flexible writer by adapting your inquiry to address different audiences, integrating research into your writing in various ways to create new knowledge. Reflecting on your approach to writing and research will prepare you to adapt it to future occasions.

Books and Other Course Materials

Braver, Lee. *Heidegger's Later Writings*. New York: Continuum International Publishing Group, 2009.*

Kurzweil, Raymond. *The Singularity is Near*. Penguin Books, 2006*

Turabian, Kate L., Gregory G. Colomb, and Joseph M. Williams. *Student's Guide to Writing College Papers*. Chicago: University of Chicago, 2010. (Required in all Writing Program classes; available for sale at the BU Bookstore.)

World of Tomorrow. Dir. John Hertzfeldt. (film available for rent or purchase here: <https://vimeo.com/ondemand/worldoftomorrow/155036442>)

Note: Books noted with a * are available through Amazon and will be made available through the BU bookstore shortly. Relevant sections from these texts will also be made available on Blackboard. This means that you only need to buy these texts if you enjoy using physical books.

Note: All course texts except Turabian will be available on Blackboard (denoted as BB in the rest of this document). On Blackboard, texts in **black** are required. Texts in **blue** are recommended and should be considered supplemental readings.

Additional Resources: Finding reliable information about philosophy online can be tricky. I highly recommend the following sites:

The Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/>

The Internet Encyclopedia of Philosophy: <https://www.iep.utm.edu/>

Courseware

Our class has a Blackboard site that contains the syllabus, assignments, and other course-related materials. You can log in to our Blackboard page at: <http://learn.bu.edu/> All additional coursework will be posted on blackboard.

Assignments and Grading Criteria

In order to make the most out of WR 150 for you and your classmates, you will do a good deal of reading and writing, and you will engage in a variety of class activities. Specific course requirements are to:

- Develop a sustained research inquiry in which you explore a range of information sources and modes of research to help formulate and engage with research questions
- Communicate about your research in two or more genres to two or more distinct audiences
- Prepare reading, drafts, and exercises as assigned so that you are ready to participate in class
- Attend at least one conference with your instructor
- Reflect on your learning throughout the term in a portfolio, including a self-assessment at the beginning of the term and a reassessment at the end of the term

Grading and Evaluation

Your final grade will be calculated as follows:

Four major assignments:	70%
- Research proposal and annotated bibliography	10%
- Research Paper	25%
- Conference Presentation	15%
- Public "Writing" Assignment	20%
Exercises and Handouts	10%
Portfolio	10%
Attendance and Participation	10%

General Outline

During this class, you will embark on a semester long research project involving multiple modes of investigation, domains of inquiry, and genera of expression. This project will be oriented on developing and exploring a research question targeted at a specific technology or technological trend. It will require extensive research which will be guided by a series of exercises and it will require you to produce multiple written and visual artifacts for different audiences. It will also require you to present your work to the class in a mock academic conference. More details on each stage of this project are provide below. You will also receive handouts explaining each step in even more detail.

Research Proposal & Annotated Bibliography

The preliminary stage of your work will require a research proposal and an annotated bibliography. These are two separate assignments (each worth 5% of your grade). The former will require you to outline both a research question and a general trajectory for your research. The second, which will be due later in the semester, will involve you compiling a list of your most important sources and giving a brief description of each source and why it is relevant for your project. Note that your research need not be finalized at this stage—you will likely continue to add to your project as you go through the subsequent stages.

Research Paper

The “core” of your research project is a traditional academic research paper, styled to be submitted to a journal or collection for publication. We will discuss the formal features of this paper as the semester progresses. You will also be required to produce an abstract of your project at this stage. This stage of the project will be worth 25% of your grade.

Conference Presentation/Poster

At this stage in the project, we will mimic a traditional academic conference. In our case, the conference will be modeled after the upcoming Society for Philosophy and Technology’s “Technology and Society” conference to be held in Leuven next fall (<https://www.spt.org/cfa-technology-and-society-leuven-september-2019/>). Each student will either produce a short presentation or a poster explaining their research project. I will try to accommodate student preference in this matter. Over the course of several class periods, students will present their papers or their posters to the class. This stage is worth 15% of your grade.

Public “Writing”

The final stage of your research project will be converting your research into a piece of media for public consumption. This may take a written form (op-ed, magazine article, news story, etc) or a presentational form (a TedTalk, a YouTube video, a public lecture, etc). This stage will be worth 20% of your grade.

Exercises and Handouts

Over the course of the semester, you will be given several handouts and shorter exercises. These will be due as marked on the syllabus and on the exercise sheets themselves. These will be graded on a complete/incomplete basis. So long as they are completed in good faith and submitted on time, you will receive full credit. I will not accept late exercises. Though I may occasionally provide comments, I will not regularly do so. If you would like comments on an exercise, please let me know in advance and I will do my best to accommodate your request. These exercise will be worth 10% of your grade.

Portfolio

As with last semester, at the end of this semester you will be responsible for creating a short portfolio of your work this semester, either on the Digication platform or via some similar mechanism. The primary purpose of this portfolio is to provide the opportunity for metacognitive reflection on your progress over the course of your project. This portfolio will be worth 10% of your grade.

Participation and Attendance

Since this course is a seminar, your regular attendance and active participation are essential both to your own learning and to your classmates' learning. Under ordinary circumstances, missing more than one week of class (that is, missing three days of class) will lower your final grade by 1/3. Missing more than two weeks (five or more class periods) may lead to failing grade the course. If you have a special obligation that will require you to miss several classes (e.g., religious observances, varsity athletics), please talk with me at the beginning of the semester. Missed conference appointments will be counted as absences. In order to participate appropriately, you will be expected to prepare for class by reading all of the assigned texts and thinking critically about their content. There should never be a situation where don't have at least something important to say about a text in class.

Participation means regular verbal engagement with the course material. For most of you, this will mean paying attention in class and contributing to the conversation on a regular basis. When we enter the research phase of our class, it will mean regular participation in research check-ins and in article selection (more on this below). Seminars work best when every voice is engaged in their own unique way. I know that this can be a hurdle for some students but it is important that you try to develop public speaking skills as well as you are able. You may supplement class participation with regular office visits. Bare attendance will earn you a D in this category. Attendance and participation are worth 10% of your grade.

Research Distribution and Participation

As we enter into the research phase of this course, each student will select a domain of inquiry (i.e., a "genera" of technology) that will delimit their research project. At present, I have identified seven genre or domains (AI, Computing, and Robotics; Information Tech, Privacy, and Entertainment; Transhumanism and Augmentation; Biotechnology and Gene Editing; Space Technology; Materials Science, Energy, and Industry; and Geo-Engineering and Environmental Issues) though we will have a conversation about whether these categories are adequate. I recognize that there is a good deal of overlap between these categories so some projects may not fall neatly into just one category. Additionally, if you have an idea for a project that doesn't fit into *any* of these categories, please let me know so we can work something out.

Each category will have at least two students. Each week, from week 5-12, we will discuss one of the six domains. The students whose projects fall within the topic of each week will be collectively select a short reading or bit of media on their topic relevant to their research for the class as a whole to read or watch. These readings must be distributed by the students to the class by class time on the Wednesday of their week. We will discuss the reading as group that Friday. During this discussion, the students who selected the reading will be responsible for directing the conversation.

Office Hours, Instructor Conferences, and Librarian Meetings

I will maintain regular office hours as described above. If you would like to meet with me but have a **hard conflict** with the above times, please let me know and we will work something out. Hard conflicts include other classes and necessary employment. If you do not have a hard conflict, I cannot promise that I will be able to meet with you. I am, however, often in my office at other times, so feel free to email me to see if I am available to help.

You will have several required and scheduled meetings with me over the course of the semester to discuss your research and your writing. Missing one of these scheduled meetings without notifying me of extenuating circumstances will count as an absence from class.

You are also required to meet at least once this semester with either our class research librarian (JD Kotula) or another similar librarian. Failure to do so will incur a one letter penalty on your attendance and participation grade. Meeting with a librarian is in your best interest! Doing so will almost certainly help you to develop a quality project. You are encouraged to schedule as many meetings as are helpful.

Submitting Assignments and Exercises

All assignments and exercises should be submitted via email (jdkokot@bu.edu) or shared with me as a GoogleDoc. Unless otherwise noted, the assumed submission time is at the BEGINNING of the class period on the day that the assignment is due. Assignments submitted even one minute after the deadline will be considered late unless other arrangements have been made.

Late and Missed Assignments

Unless you make other arrangements with me in advance, graded assignments will be penalized by one-third of a letter grade for each day they are late. Please note too that we will regularly work with our exercises and drafts in class. If you are habitually late with your assignments, you will be unable to participate fully in the class.

I am committed to providing you with timely written or verbal feedback on one draft of each major paper and written feedback and a grade on the final version of each major paper. You can generally expect my responses to your drafts within five or six days of your punctual submission of them; graded final versions will be returned to you within a week and a half.

Technology Policy

I recognize the inevitable irony of creating a “technology policy” for a class about technology. Computers, tablets, and similar devices will be generally permitted in this class. There will be a “zero tolerance” policy for anyone who abuses this privilege. If you are caught misusing technology in this class (checking social media, for example), you will no longer be able to use your device at all in the classroom. If three people are penalized in this way, then the entire class will lose technology privileges. For your own sake and for the sake of your classmates, please use your technology responsibly.

CAS Writing Center

The CAS Center for Writing (100 Bay State Road, 3rd floor, with a satellite location at Mugar Library, 1st floor) offers one-on-one consultations for students to discuss their work for WR courses with well-trained writing consultants. Consultants will work with you at any stage in your writing process, but they will not edit or correct your paper for you. They will work with you to help you do your own best work, so you should expect to be actively involved in your session. The center is a resource for all WR students. Whether you consider yourself to be a strong writer or a weak one, you can benefit from meeting with a writing consultant.

The CAS Center for Writing is open Monday through Friday. Hours for the current semester are posted on the website below. While the center accepts walk-in visits, you are strongly encouraged to reserve an appointment in advance. Because of the high demand for consultations, students are limited to one reservation per week. You may schedule a session online:

<http://www.bu.edu/writingprogram/the-writing-center/>

You may also schedule a session in person at the front desk of CAS Center for Writing or by calling 617-358-1500 between 9 a.m. and 5 p.m. Cancellations must be made at least 9 hours in advance.

Academic Integrity

In this class, we will discuss conventions for using and citing sources in academic papers. Cases of plagiarism will be handled in accordance with the disciplinary procedures described in Boston University's Academic Conduct Code. All WR students are subject to the CAS code, which can be read online:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

Chosen Name and Gender Pronouns

This course aims to be an inclusive learning community that supports students of all gender expressions and identities. While class rosters are provided to instructors with students' legal names, please let me know if you would like to be addressed by a different name than that listed in the StudentLink. You are also invited to tell me early in the semester which set of pronouns (she/her/hers, he/him/his, they/their/theirs, etc.) you feel best fits your identity. If you have any questions or concerns, please do not hesitate to contact me.

Office of Disability Services

I assume that all of us learn in different ways. If there are circumstances that may affect your performance in this class, please talk to me as soon as possible so that we can work together to develop strategies for accommodations that will satisfy both your learning needs and the requirements of the course. Whether or not you have a documented disability, BU provides many support services that are available to all students.

Disability Services is the office responsible for assisting students with disabilities. If you have a disability that interferes with your learning (whether visible or invisible, physical or mental), you are encouraged to register with this office. Disability Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you can share with your teachers; specific information about your disability will remain private. If you have any questions about accommodation, or what constitutes a disability, I invite you to speak with me or to Disability Services.

Note on Faculty Involvement and Responsibilities

It is important for me to point out that while this class and teaching in general are extraordinarily high priorities for me, they are by no means my only academic responsibilities. A key difference

between a high school teacher and a college professor is that, unlike high school teachers, college professors are expected to produce original written research, be involved in academic conferences and publications, take an active role in bettering their department, apply for grants and fellowships, maintain memberships in various academic associations, advise individual students on their projects, etc. In fact, institutions often stress activities like the production of original research *over* teaching responsibilities when it comes to hiring and advancement decisions. Without weighing in on whether this emphasis is appropriate, it is important for you to keep in mind that I have *many* responsibilities beyond this class. You are a high priority and I will do everything I can to help you grow as a thinker and writer over the course of this semester, but there are limits to the time and energy I can commit to this course.

Course Schedule

This schedule is intended as a blueprint and is subject to change based on the needs of the class. Any changes will be announced in class and will be posted on Blackboard.

Date	Learning goals	Readings due	Assignments due
<p style="text-align: center;">Unit 1, Course Foundations: Technology, Future, and Philosophy</p> <p>In this unit, we will lay the theoretical and philosophical groundwork for the course, beginning with a general discussion of the “ontology” of technology (i.e., what <i>is</i> technology) and moving into a conversation about the role technology has played in human culture and in individual human lives. We will then begin to think more carefully about the sorts of trends and patterns exhibited by technological development in recent decades, and about what those trends might mean for the future.</p> <p>On a practical level, we will begin discussing the basics of a research project, including how form a good research question, how to delimit a domain of inquiry, how to think about sources, and how to think about your audience.</p>			
Week 1: What is Technology?			
Wed, 1/23	<ul style="list-style-type: none"> - Define course goals - Introduce topic - Discussion: What is research? What is Technology? What is “future?” 		
Fri, 1/25	<ul style="list-style-type: none"> - Discuss/Review Syllabus - Discuss Biology and Technology - Exercise 1 handed out 	<p>Required:</p> <ul style="list-style-type: none"> - Arthur, <i>The Nature of Technology</i>, Ch. 1 (BB) - Turabian, 1-5 - This syllabus <p>Recommended:</p> <ul style="list-style-type: none"> - Start reading <i>Physics</i>, Book II 	<ul style="list-style-type: none"> - Come with questions about the syllabus and the course and thoughts about technology.

		- Fassio, "How to Read Philosophy" (BB) - Philosophy of Technology (SEP)	
Week 2: What is Technology (cont.)? What is "future?"			
Mon, 1/28	- Aristotle on Nature and Technology - Exercise 2 handed out	Required: - Aristotle, <i>Physics</i> , Book II Recommended: - Turabian, 11-26 - Max, "How Humans are Shaping our Own Evolution"	- Exercise 1: Initial self-assessment (due)
Wed, 1/30	- Introduce Technology and Society Conference - What is research and how does it work?	Required: - Schummer, "Aristotle on Technology and Nature" - Turabian, 11-26 Recommended: - Turabian, 56-63	
Fri, 2/1	- What is the future?	Required: - Staley, Ontology of the Future - Hertzfeldt, <i>World of Tomorrow</i> (on Viemo) - Review Phil. of Tech. Conference CFA (https://www.spt.org/)	- Exercise 2: Note Taking/Reading Log
Week 3: What is "the future?" What is futurism?			
Mon, 2/4	- Introduce Kurzweil and Futurism	Required: Kurzweil, 1-21 Recommended: - Turabian 26-39	
Wed, 2/6	- Library Orientation 1	Required: - Kurzweil, 22-55	
Fri, 2/8	- Kurzweil - What is a research Question? - Exercise 3 handed out	Required: - Kurzweil, 56-96 - Turabian, 26-39 Recommended: - Braver, 70-82 (<i>Modern Science, Metaphysics, and Mathematics</i>) - Heidegger, <i>Question Concerning Technology</i>	
Week 4: Technologies, Futurism, and Being Human			
Mon, 2/11	- Planning research and best practices - Technology as a mode of access - Theory as a lens - Exercise 4 handed out - Assignment Roadmap handed out	Required: - Braver, 82-97 (<i>Question Concerning Technology</i>) Recommended: - Heidegger, <i>Question Concerning Technology</i> - Start A <i>Postphenomenological Field Guide</i>	
Wed, 2/13	- Finding and documenting sources	Required: - Rosenberger and	- Exercise 3: Beginning Research— finding and evaluating claims

	- Thinking about arguments and argumentation	Verbeek, <i>A Postphenomenological Field Guide</i> , TBD Recommended: -Turabian, 44-55	
Fri, 2/15	- Finding a research niche	Required: - Rosenberger and Verbeek, <i>A Postphenomenological Field Guide</i> , TBD	

Unit 2: Research as Exploration			
In this unit, you will conduct open-ended research to develop and shape a research question that will drive your project. You will design and propose an executable research project. In this unit we will also begin doing weekly check-ins on research progress. We will also be conducting a very broad survey of several relevant emerging technologies, including artificial intelligence, space technologies, gene editing, transhumanism, etc. We will also begin weekly research and writing check-ins (first thing every Monday).			
Week 5: AI, Computing, and Robotics			
Mon, 2/18	<i>President's Day. No Class.</i>		
Tue, 2/19	- Finish discussing Heidegger - Start discussing Rosenberger, et al. - Review Exercise 4	Required: - Biondi, "The Specter of Machine Intelligence" Recommended: - Schnider, "Can a Robot Feel" (TedTalk) - Copeland/Turing, <i>The Essential Turing</i> , 362-394	- Exercise 4: Draft Initial Research Plan and Question (to be exchanged with a peer for comments) - Start instructor/student conferences
Wed, 2/20	- Discuss Biondi and Schnider - Talk about Theory	Recommended: - Copeland/Turing, <i>The Essential Turing</i> , 362-394	
Fri, 2/22		Required: - Student Selected: o Illing, "How Algorithms are Controlling your Life" o Larson, et al, "Machine Bias"	- Exercise 4b: Return comments to peer
Week 6: Information Technology, Privacy, and Entertainment			
Mon, 2/25	- Research Clinic (with Librarian)	Required: - Boyd, "Hacking Big Data" (public lecture)	
Wed, 2/27		Required: - Turabian, 145-157	- Schedule one-on-one meeting with librarian by this date

Fri, 3/1	- Research, Bibliographies, and Citation - Exercise 5: Annotated Bibliography, handed out	Required: - Student Selected: o Etzioni: Apple and Business o Biocca, Comm. Apps of VR (145-153) o Madrigal, Facebook and Selling Data	
Week 7: Transhumanism and Augmentation			
Mon, 3/4	- Discuss Bibliographies	Required: - Bostrom, "Transhumanist Values"	
Wed, 3/6	- Anatomy of a Research Paper - Evaluating arguments and planning your own - Research Paper Assignment Sheet handed out	Required: - Review Turabian, 63-75 Recommended: - Littman, "Rise of the Machines"	
Fri, 3/8	- Exercise 6: Planning and Drafting handed out	Required: - Student Selected: o Shamli Prakash, " Neural Networks: Is your Brain like a Computer? " o Steve Hoffman, " New Brain Computer Interface Technology " Recommended: - Student Selected: o Joe Rogan, " Elon Musk on Artificial Intelligence " (start at 14:31)	- Exercise 5: Annotated Bibliography (Draft—final to be included with final draft of Research Paper)

Unit 3: Writing for an Academic Audience

In this unit, you will apply the best practices of writing and research—planning, drafting, integrating feedback, and revising—to communicate your research to an academic audience with authority and precision. We will also continue discussing various domains of technology and maintain our weekly check-in schedule.

Week 8: Class (Spring Break)

Recommended Reading: Bostrom, "The Vulnerable World Hypothesis"

Week 9: Biotechnology, Gene Editing, etc.

Mon, 3/18	- What makes a good thesis? - Exercise 6 Handed out	Required: - Rodriguez, "Ethical Issues in Genome Editing" Recommended: - Caplan et al., "No Time to Waste"	
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Wed, 3/20		Required: - None	-Exercise 6a: Central Claim (discuss in class)
Fri, 3/22	- Workshop on Planning Documents - Structuring papers	Required: - Turabian, 75-88	- Exercise 6b: Planning and Drafting (bring to class)
Week 10: Space Technology (Rocketry, Asteroid Mining, Colonization, Surveillance)			
Mon, 3/25	- Introductions and Conclusions	Required: - Musk and Anderson, " The Future we are Building " (TedTalk)	
Wed, 3/27	- Incorporating Sources - Writing/Research check-in - Exercise 7: Abstracts handed out	Required: - Review WGPT website (hiw.kuleuven.be/wgpt) - Review SPT website (www.spt.org) - Review SPT CFA (www.spt.org/cfa-technology-and-society-leuven-september-2019/)	
Fri, 3/29	- Counterarguments	Required: - Student Selected: o George F. Will, " The Real Down Syndrome Problem " o John J. Mulvihill, et al, " Ethical Issues of CRISPR Technology " o Ryan F. Mandelbaum, " China's Latest Cloned Monkey Experiment is an Ethical Mess "	- Final version of research paper due at midnight, Sunday, March 31 (option to resubmit for 1/3 letter improvement by the last day of class)

Unit 4: Academic Conferences and Public "Writing"

In this unit, you will transition first to a new genre, and then to a new audience, highlighting how new contexts call for different kinds of argument, research, and prose style. You will first convert your research paper into either a conference presentation or poster. We will then have our own mini-conference modeled on the upcoming Society for Philosophy and Technology conference on Technology and Society (<https://www.spt.org/cfa-technology-and-society-leuven-september-2019/>). You will then transition into preparing a version of your research for public consumption (a public lecture, a TedTalk, a YouTube video, a website, a blog series, an op-ed, a magazine article, etc).

Week 11: Materials Science, Energy, and Industry

Mon, 4/1	- Public Writing Assignment Sheet handed out - Abstracts and Conferences	Required: - TBD	
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	- Metacognitive Work 1 handed out in class		
Wed, 4/3		Required: - TBD (student selected)	- Exercise 7: Long Abstracts, draft due.
Fri, 4/5	<i>No Class, No Office Hours</i>		
Week 12: Geo-Engineering and Environmental Issues			
Mon, 4/8		Required: - Rayner et al., "The Oxford Principles"	- Metacognitive Reflection 1 due - Long Abstract (final) Due
Wed, 4/10	- Posters and Presentations - Public writing, genre, and audience - Exercise 8: Who is my audience? Handed out	Required: - TBD	
Fri, 4/12		Required: - TBD (student selection)	
Week 13			
Mon, 4/15	<i>Patriot's Day: No Class</i>		
Wed, 4/17	<i>Replacement Monday Schedule</i> - Conference Day 1 - Metacognitive Work 2 handed out		- Exercise 8: Who is my audience? Due
Fri, 4/19	- Conference Day 2		
Week 14			
Mon, 4/22	- Conference Day 3		
Wed, 4/24	- Writing Workshop - Metacognitive Work 3 handed out		- Draft of Public Writing Assignment, due in class
Fri, 4/26	- Conference Day 4		

Unit 5: Closing Reflection
In this unit, you will reflect on what you have learned in this course and consider how you can transfer your new knowledge to other areas of your studies and your life.
Week 15

Mon, 4/29	- Debrief Conference - Portfolios - Writing Check-in	Required:	-Metacognitive Work 2 Due
Wed, 5/1	- Course Evaluations - Looking into the future by looking into the past.	Required: - TBD	- Final Draft of Public Writing Assignment, due at midnight - Final portfolio (along with Metacognitive Work 3) due Saturday, 5/4, at midnight