

## Future of Work

### Spring 2026

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**Course Website:** Blackboard

**Meeting Times:** Mondays from 6:00 PM – 8:50 PM

**Location:** Hybrid – BUSN 304 and via Zoom: <https://utep-edu.zoom.us/j/83312211308>

### Course Description

This graduate-level course examines the future of work as a *hybrid sociotechnical system* shaped by interactions among humans, artificial agents, organizations, policies, values, and infrastructures. Using a human factors, cognitive systems, and human-centered AI lens, students will critically analyze how emerging technologies—such as artificial intelligence, automation, robotics, and remote collaboration platforms—restructure work practices, decision-making, skill, and well-being.

Unlike courses that focus only on technology trends, this course centers on *designing* future work systems. Students will engage with research, real-world cases, structured debates, and hands-on activities to design work systems that are resilient, ethical, and cognitively sustainable. The course will include current research readings, in-class discussions on future of work systems and its implications, and case studies.

### Course Goals

By the end of this course, you will learn to:

1. Analyze work systems as integrated sociotechnical systems.
2. Explain how automation and AI reshape cognition, coordination, and skill.
3. Evaluate tradeoffs in human–AI task allocation, authority, and accountability.
4. Anticipate failure modes and unintended consequences of future work designs.
5. Apply human-centered design principles to work system redesign.
6. Integrate ethical, equity, and well-being considerations into system concepts.
7. Communicate complex system ideas through discussion, debate, and design artifacts.

### Course Topics

- Introduction to Future of Work
- Information technology and its impact on work

- Organizational Design
- Worker Characteristics
- Communication, Coordination and Teamwork
- Physical and Cognitive Implications and Ergonomics of Future of Work Systems
- Health and Well-Being
- Industry sectors and applications

### **Course Expectations**

- Read and understand the research articles critically and reflectively.
- Participate and contribute to class discussions, by including your thoughtful ideas and opinions, with due respect for your peers' ideas.
- Bring additional insights and opinions by sharing other resources, articles or ideas that you are aware of.
- Be open to other ideas, reflect on them, and challenge them constructively.
- Be punctual and courteous in attending the class sessions, and in submitting assignments on time.

### **Weekly Course Structure**

Each class session follows this structure:

1. **Mini-Lecture (20–30 min)** – Concepts, tensions, myths
2. **Student-Led Research Discussion (60–75 min)**
3. **Class Activity / Case / Debate/ Guest Lectures (45–60 min)**
4. **Synthesis and Wrap-up (15 min)**

### **Course Grade Assignments**

- Reading Assignments and Participation in Class Discussions (35%)
- Online discussion (5%)
- Activities (5%)
- Case Presentations (15%)
- Debates (15%)
- Final paper and presentation (25%)

### **Description of Assignments**

#### **Reading Assignments and Participation in Class Discussions (35%)**

The majority of class time will be spent in discussing research/case articles. Class discussions will help bring out varied perspectives on the research issues, as well as provide a forum for critically and thoughtfully thinking about the future of work implications.

There will be 2 components to every discussion:

1. Leading discussions for 3 articles in class and 1 online discussion.
2. Every student will read and prepare for discussion every class.

### **Weekly Discussion Participation + Reading Memos – 20%**

#### Purpose:

The readings introduce key theories, empirical findings, and debates about the future of work. The purpose of the weekly memo is not to summarize, but to help you *think with* the readings and prepare to use them in discussions and design work.

#### What to Submit (1 page, before class):

All, including the discussion leader submits a memo of the readings assigned that week. Each memo must include: 1. **Synthesis (1–2 short paragraphs):** What is the core argument or insight across the readings? 2. **Critical Questions (2–3 bullets):** What tensions, contradictions, or assumptions do you see? 3. **Design Implication (1 short paragraph):** What does this suggest about how future work *should* be designed?

#### How This Helps Your Final Project:

These memos become a personal knowledge base you will draw on when framing your final system design.

### **Discussion Leadership – 15%**

#### Purpose:

There will be a discussion lead for each article. Each student is required to choose and lead 3 in-class discussions and 1 online discussion over the course of the semester. There will be a sign-up sheet provided to you for choosing the articles.

Your role is not to lecture, but to *frame the problem* the readings address and guide your peers in thinking critically and in a design-oriented fashion. You are encouraged to consult other external sources/readings as relevant to help steer the discussions.

#### Responsibilities of a Discussion Leader:

- Identify the central problem the paper(s) address
- Surface key tensions, tradeoffs, and assumptions
- Connect ideas to work and real-world systems
- Pose questions that invite multiple perspectives

#### What You Will Do:

- Lead **3 in-class discussions**
- Lead **1 online discussion**

You will not submit a written summary; your grade is based on how effectively you facilitate collective thinking.

I will provide a discussion rubric first week of classes. This rubric will be used to grade your engagement in discussions.

The written document, generation of discussion questions and participation in discussions will all count towards your reading assignment and participation grade. A breakdown of grades for each category is shown below.

- Written document/memo = 5 pts per class session \* 10 in-class sessions = 50 pts
- Participation in discussion = 5 pts per class session \* 10 in-class sessions = 50 points
- Leading discussions = 3 articles \* 15 pts = 45 points

### **Online Discussion (5%)**

Each student will lead and moderate an online discussion of 1 reading assignment. Details will be provided closer to the assigned date.

### **Case Presentations (15%)**

**Case analyses:** There will be 2 case assignments/team on future of work topics. Teams will analyze, present, and facilitate discussion for a case [teams will be formed on the first day of class].

Case analyses should include the following: (1) a brief presentation [you can use any medium including PPT, MS Word, Text Files etc.] outlining the case and any background information; (2) key questions and topics addressed in the case; (3) map the system (actors, tools, rules, incentives) (4) a brief analysis of case information [can be qualitative or quantitative or a combination of the two] – for example, identify where cognition, coordination, or authority breaks down; analyze risks, and tradeoffs (5) key insights, suggestions for redesign and takeaways from the case (6) discussion prompts/questions to facilitate class discussion on the case. Please upload your case presentation and notes on Blackboard for the respective case assignment before the presentation.

Your contribution to the case analyses presentation will be evaluated based on the following criteria: 1. Clarification/bringing out central ideas in case [5 points] 2. new insights, new questions raised [5 points] and 3. Key takeaways [5 points].

The cases are available at: <https://hbsp.harvard.edu>

### **Debates (15%)**

In this assignment, your team will be assigned a future of work relevant topic and a side (for or against) to debate. A debate is a structured argument supported by evidence. The debate will be structured in this format:

Round one: The for and against teams present their arguments

Discussion Period: The teams prepare their responses based on the opposing teams' arguments in the first round

Round two: The teams respond with their arguments based on round 1.

There will be 2 debates per team. A rubric will be used to assess debate performance. Other external judges might be invited to assess the debates. Debate topics and logistics will be announced shortly. There are no submissions for this assignment.

### **Class Activities (5%)**

In each class session, you will work with your team on activities related to future of work, and work design.

### **Projects and Presentations (25%)**

We all have a role to play in designing the future of work systems either by creating entirely new ways to do work or by improving the current work activities we do. In the final project, you will assume the role of a "work system designer" and pitch an idea to do work differently or improve the current work activities. You can select any industry sector or work activity you like – healthcare, manufacturing, service sector etc. Think about the worker doing typical work activities in that sector and see how you can improve their work. For example, how can technology better help the Starbucks barista we interact with? How will their future of work be? Your pitch (both in the final paper and in the presentation) should contain the following elements (1) The Problem/Need you are addressing (2) the technology or process or product innovation and how it addresses the problem (3) how does it impact the human who currently does the work – keeping human-centered design in mind (4) Cost, benefit and value (5) challenges you anticipate and positive impacts you expect over time – include discussion of ethics, economics, well-being, labor issues etc.,

### **Final paper (15%)**

Final paper should not exceed 5 double spaced pages addressing the elements mentioned above. It is due by **May 11, 2026**. No exceptions will be allowed.

### **Final Presentation (10%)**

**Final presentation will be held on May 4, 2026.** Please plan for a presentation for 20 minutes, with 5 minutes for questions.

### **Attendance**

Regular attendance is expected. As the nature and format of the course requires interactive discussion, students are expected to attend all classes. Classes will begin on time. If there is a genuine need for absence, please contact Dr. Pennathur well in advance, and please inform your team of your absence.

## Grading Scale

A:	91-100
B:	81-90
C:	71-80
D:	61-70
F:	≤ 60

Week	Date	Topic	Assignment (due dates)
1	Jan 26	Course Introduction Form teams Finalize discussion assignments/case picks Identify and download reading discussion articles from UTEP library	
2	Feb 2	Overview of Developments and Challenges in Future of Work	
3	Feb 9	Information technology and its impact on work	
4	Feb 16	Information technology and its impact on work Online-discussion TBA Guest Lecture	Case 1 presentations
5	Feb 23	Information technology and its impact on work	
6	Mar 2	Organizational Design	
7	Mar 9	Organizational Design	Debate 1
8	Mar 16	Spring Break	
9	Mar 23	Worker Characteristics	
10	Mar 30	Communication, Coordination and Teamwork Online-discussion Case presentations	Case 2 presentations
11	Apr 6	Physical and Cognitive Implications and Ergonomics of Future of Work Systems	

12	Apr 13	Physical and Cognitive Implications and Ergonomics of Future of Work Systems	Debate 2
13	Apr 20	Health and Well-Being	
14	Apr 27	Industry sectors and applications	
15	May 4	Final Presentations	Final pitch presentations due
16	May 11		Final Pitch Report Due

### Case Study List

**The Agentic Beauty Advisor: Bridging Digital and Physical Retail.** [[5 Ways Sephora is Using AI \[Case Study 2026\]](#)]

All the other case studies can be found by clicking the title or through this link:  
<https://hbsp.harvard.edu/educator>

#### **Starbucks Deep Brew: AI-Powered Customer Experience**

By: [Derrick Neufeld](#)

- Product Number: W43339-PDF-ENG

#### **Intenseye: Powering Workplace Health and Safety with AI (B)**

By: [Michael W. Toffel](#), [Shane Greenstein](#), [Sadika El Hariri](#)

- Product Number: 625025-PDF-ENG

#### **Suki AI: The Doctor Will See You**

By: [Shankar Venkatagiri](#), [Jayanth Jayaram](#)

- Product Number: IM073B-PDF-ENG

#### **Generative AI and the Future of Work**

By: [Christopher Stanton](#), [Matt Higgins](#)

- Product Number: 824130-PDF-ENG

#### **Konko AI: Automating Work with AI Agents**

By: [Shikhar Ghosh](#), [Shweta Bagai](#), [Liang Wu](#)

- Product Number: 825145-PDF-ENG

#### **McCormick & Co.: Deploying Artificial Intelligence in New Product Development**

By: [Darren Meister](#), [R. Chandrasekhar](#)

- Product #: W25509-PDF-ENG

#### **Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company**

By: Cheryl Gladu, Raymond Paquin

- Product #: W20880-PDF-ENG

### **Catalant's Operating System for the Future of Work**

By: Christopher Stanton, William R. Kerr, James Palano, Kendall Smith

- Product #: 820093-PDF-ENG

### **Evie.ai: The Rise of Artificial Intelligence, and the Future of Work**

By: Damien Joseph, Wee-Kiat Lim, Chong Tack Chun

- Product #: NTU226-PDF-ENG

### **Telenor: Revolutionizing Retail Banking in Serbia: Digital Transformation of the Customer Experience**

By: Joerg Niessing, Hilke Plassmann

- Product #: IN1328-PDF-ENG

### **GitLab and the Future of All-Remote Work (A)**

By: Prithwiraj Choudhury, Emma Salomon

- Product #: 620066-PDF-ENG

### **Unilever's Response to the Future of Work**

By: William R. Kerr, Emilie Billaud, Mette Fuglsang Hjortshoej

- Product #: 820104-PDF-ENG

### **Upwork: Reimagining the Future of Work**

By: Feng Zhu, Rory McDonald, Marco Iansiti, Aaron Smith

- Product #: 616027-PDF-ENG

## **Reading Assignments**

### **Feb 2**

#### Introduction to Future of Work

TIAA Institute (2025). AI and the Future of Work: Reshaping the Landscape of Human Work. [\[Link\]](#)

Stanford HAI (2025). The 2025 AI Index Report: State of the Union. [\[Link\]](#)

Wang, W., & Siau, K. (2019). Artificial intelligence, machine learning, automation, robotics, future of work and future of humanity: A review and research agenda. *Journal of Database Management (JDM)*, 30(1), 61-79.

Frank, M. R., Autor, D., Bessen, J. E., Brynjolfsson, E., Cebrian, M., Deming, D. J., ... & Rahwan, I. (2019). Toward understanding the impact of artificial intelligence on labor. *Proceedings of the National Academy of Sciences*, 116(14), 6531-6539.

Spencer, D. A. (2018). Fear and hope in an age of mass automation: debating the future of work. *New Technology, Work and Employment*, 33(1), 1-12.

## **Feb 9**

### Information technology and its impact on work

IDC (2025). The Future of Work: AI Agents as Instruments, Not Co-workers. [\[Link\]](#)

Howard, J. (2019). Artificial intelligence: Implications for the future of work. *American journal of industrial medicine*, 62(11), 917-926.

Jarrahi, M. H. (2018). Artificial intelligence and the future of work: Human-AI symbiosis in organizational decision making. *Business horizons*, 61(4), 577-586.

Madakam, S., Holmukhe, R. M., & Jaiswal, D. K. (2019). The future digital work force: robotic process automation (RPA). *JISTEM-Journal of Information Systems and Technology Management*, 16.

## **Feb 16 (Online Discussion)**

### Information technology and its impact on work

Jędrzejka, D. (2019). Robotic process automation and its impact on accounting. *Zeszyty Teoretyczne Rachunkowości*, (105), 137-166.

"Agentic AI Is Already Changing the Workforce" (HBR, May 2025).

Almansor, E. H., & Hussain, F. K. (2020). Survey on intelligent chatbots: State-of-the-art and future research directions. In *Complex, Intelligent, and Software Intensive Systems: Proceedings of the 13th International Conference on Complex, Intelligent, and Software Intensive Systems (CISIS-2019)* (pp. 534-543). Springer International Publishing.

## **Feb 23**

### Information technology and its impact on work – Generative AI

Nawaz, N., & Gomes, A. M. (2019). Artificial intelligence chatbots are new recruiters. *IJACSA International Journal of Advanced Computer Science and Applications*, 10(9).

Chohan, U. W. (2023). Generative AI, ChatGPT, and the Future of Jobs. *Available at SSRN*.

Berg, J., & Gmyrek, P. (2023, April). Automation Hits the Knowledge Worker: ChatGPT and the Future of Work. In *UN Multi-Stakeholder Forum on Science, Technology and Innovation for the SDGs (STI Forum)*.

## **Mar 2nd**

### Organizational Design and Future of Skills

World Economic Forum (2025). The Future of Jobs Report 2025. [\[Link\]](#)

Kittur, A., Nickerson, J. V., Bernstein, M., Gerber, E., Shaw, A., Zimmerman, J., ... & Horton, J. (2013, February). The future of crowd work. In *Proceedings of the 2013 conference on Computer supported cooperative work* (pp. 1301-1318).

Addati, L., Cattaneo, U., Esquivel, V., & Valarino, I. (2018). *Care work and care jobs for the future of decent work*. International Labour Organisation (ILO).

Stoian, C. A., Caraiiani, C., Anica-Popa, I. F., Dascălu, C., & Lungu, C. I. (2022). Telework Systematic Model Design for the Future of Work. *Sustainability*, 14(12), 7146.  
Leadership

## **Mar 9**

### Organizational Design and Flexibility

Angelici, M., & Profeta, P. (2023). Smart working: work flexibility without constraints. *Management Science*.

Lund, S., Madgavkar, A., Manyika, J., & Smit, S. (2020). What's next for remote work: An analysis of 2,000 tasks, 800 jobs, and nine countries. *McKinsey Global Institute*, 1-13.

Sng, M., Khor, W. J., Oide, T., Suchar, S. C., & Tan, B. C. K. (2021). Effectiveness of a Four-days/Eight Hour Work Week.

Chakraborty, D., Bhatnagar, S. B., Biswas, W., & Dash, G. (2022). The Subtle Art of Effecting a Four-day Workweek to Drive Performance. *Management and Labour Studies*, 47(3), 275-297.

## **Mar 23rd**

### Worker Characteristics

Reif, J. A., et al. (2025). Evidence of a social evaluation penalty for using AI. *PNAS*. [\[Link\]](#)

Stanford HAI (2025). What Workers Really Want from Artificial Intelligence: A 2025 Sentiment Analysis.

Bughin, J., Hazan, E., Lund, S., Dahlström, P., Wiesinger, A., & Subramaniam, A. (2018). Skill shift: Automation and the future of the workforce. *McKinsey Global Institute*, 1, 3-84.  
<https://www.mckinsey.com/featured-insights/future-of-work/skill-shift-automation-and-the-future-of-the-workforce>

Vickerstaff, S., & Van der Horst, M. (2022). Embodied ageism: “I don't know if you do get to an age where you're too old to learn”. *Journal of Aging Studies*, 62, 101054.

Moghaddam, M., Wilson, N. C., Modestino, A. S., Jona, K., & Marsella, S. C. (2021). Exploring augmented reality for worker assistance versus training. *Advanced Engineering Informatics*, 50, 101410.

### **Mar 30<sup>th</sup> (Online Discussion)**

#### Worker Characteristics

Couch, D. L., O'Sullivan, B., & Malatzky, C. (2021). What COVID-19 could mean for the future of “work from home”: The provocations of three women in the academy. *Gender, Work & Organization*, 28, 266-275.

Harris, K., Krygsman, S., Waschenko, J., & Laliberte Rudman, D. (2018). Ageism and the older worker: A scoping review. *The Gerontologist*, 58(2), e1-e14.

Gorecky, D., Khamis, M., & Mura, K. (2017). Introduction and establishment of virtual training in the factory of the future. *International Journal of Computer Integrated Manufacturing*, 30(1), 182-190.

#### Communication, Coordination and Teamwork

Microsoft (2025). 2025 Work Trend Index: The Year the Frontier Firm is Born. [\[Link\]](#)

Deloitte (2026). Tech Trends 2026: The Agentic Reality Check. [\[Link\]](#)

Van Laar, E., Van Deursen, A. J., Van Dijk, J. A., & de Haan, J. (2020). Determinants of 21st-century skills and 21st-century digital skills for workers: A systematic literature review. *Sage Open*, 10(1), 2158244019900176.

Kaasinen, E., Anttila, A. H., & Heikkilä, P. (2022). New Industrial Work: Personalised Job Roles, Smooth Human-Machine Teamwork and Support for Well-Being at Work. In *Human-Technology*

*Interaction: Shaping the Future of Industrial User Interfaces* (pp. 271-301). Cham: Springer International Publishing.

Severinson-Eklundh, K., Green, A., & Hüttenrauch, H. (2003). Social and collaborative aspects of interaction with a service robot. *Robotics and Autonomous systems*, 42(3-4), 223-234.

O'Neill, T., McNeese, N., Barron, A., & Schelble, B. (2022). Human–autonomy teaming: A review and analysis of the empirical literature. *Human factors*, 64(5), 904-938.

## **Apr 6<sup>th</sup>**

### Physical and Cognitive Implications and Ergonomics of Future of Work Systems

Trstenjak, J., et al. (2025). Human-Centric Ergonomics in Industry 5.0: A Preliminary Literature Review. [\[Link\]](#)

Bentley, T., Green, N., Tappin, D., & Haslam, R. (2021). State of science: the future of work–ergonomics and human factors contributions to the field. *Ergonomics*, 64(4), 427-439.

Drury, C. G. (2008). The future of ergonomics/the future of work: 45 years after Bartlett (1962). *Ergonomics*, 51(1), 14-20.

Woods, D. D. (2019, April). Steering the reverberations of technology change on fields of practice: Laws that govern cognitive work. In *Proceedings of the twenty-fourth annual conference of the cognitive science society* (pp. 14-16). Routledge.  
Creative work

Argyle, E. M., Marinescu, A., Wilson, M. L., Lawson, G., & Sharples, S. (2021). Physiological indicators of task demand, fatigue, and cognition in future digital manufacturing environments. *International Journal of Human-Computer Studies*, 145, 102522.

## **Apr 13<sup>th</sup>**

### Physical and Cognitive Implications and Ergonomics of Future of Work Systems

Harvard/Perplexity Study (2025). How People Use AI Agents as Cognitive Scaffolding. [\[Link\]](#)

Sowa, K., Przegalinska, A., & Ciechanowski, L. (2021). Cobots in knowledge work: Human–AI collaboration in managerial professions. *Journal of Business Research*, 125, 135-142.

Parker, S. K., & Grote, G. (2022). Automation, algorithms, and beyond: Why work design matters more than ever in a digital world. *Applied Psychology*, 71(4), 1171-1204.

## **Apr 20<sup>th</sup>**

### Health and Well-Being

Shin, Y. (2025). Toward Human-Centered Artificial Intelligence for Users' Digital Well-Being. *JMIR Human Factors*. [\[Link\]](#)

APA (2025). Health Advisory on the Use of Generative AI Chatbots and Wellness Applications for Mental Health. [\[Link\]](#)

PwC (2026). Transforming Burnout to Engagement: 2026 Data on Ambient AI in the Workplace.

Etemad-Sajadi, R. (2025). How AI Can Improve Employee Well-Being. *AACSB Insights*. [\[Link\]](#)

Tamers, S. L., Streit, J., Pana-Cryan, R., Ray, T., Syron, L., Flynn, M. A., ... & Howard, J. (2020). Envisioning the future of work to safeguard the safety, health, and well-being of the workforce: A perspective from the CDC's National Institute for Occupational Safety and Health. *American journal of industrial medicine*, 63(12), 1065-1084.

Fukumura, Y. E., Gray, J. M., Lucas, G. M., Becerik-Gerber, B., & Roll, S. C. (2021). Worker perspectives on incorporating artificial intelligence into office workspaces: Implications for the future of office work. *International Journal of Environmental Research and Public Health*, 18(4), 1690.

Moore, P. V. (2019). OSH and the future of work: benefits and risks of artificial intelligence tools in workplaces. In *Digital Human Modeling and Applications in Health, Safety, Ergonomics and Risk Management. Human Body and Motion: 10th International Conference, DHM 2019, Held as Part of the 21st HCI International Conference, HCII 2019, Orlando, FL, USA, July 26–31, 2019, Proceedings, Part I 21* (pp. 292-315). Springer International Publishing.

Cummings, M. L., Gao, F., & Thornburg, K. M. (2016). Boredom in the workplace: A new look at an old problem. *Human factors*, 58(2), 279-300.

Yu, J., Ariza-Montes, A., Hernández-Perlines, F., Vega-Muñoz, A., & Han, H. (2020). Hotels' eco-friendly physical environment as nature-based solutions for decreasing burnout and increasing job satisfaction and performance. *International Journal of Environmental Research and Public Health*, 17(17), 6357.

## **Apr 27th**

### Industry sectors and applications

Accenture (2025). Transforming Healthcare with AI: Tech Vision 2025. [\[Link\]](#)

KPMG (2025). Intelligent Healthcare: A Blueprint for Creating Value through AI-Driven Transformation. [\[Link\]](#)

Grischke, J., Johannsmeier, L., Eich, L., Griga, L., & Haddadin, S. (2020). Dentronics: Towards robotics and artificial intelligence in dentistry. *Dental Materials*, 36(6), 765-778.

Murray, S. G., Wachter, R. M., & Cucina, R. J. (2020). Discrimination by artificial intelligence in a commercial electronic health record—a case study. *Health Affairs Forefront*.

Arinez, J. F., Chang, Q., Gao, R. X., Xu, C., & Zhang, J. (2020). Artificial intelligence in advanced manufacturing: Current status and future outlook. *Journal of Manufacturing Science and Engineering*, 142(11), 110804.

Romao, M., Costa, J., & Costa, C. J. (2019, June). Robotic process automation: A case study in the banking industry. In *2019 14th Iberian Conference on information systems and technologies (CISTI)* (pp. 1-6). IEEE.

Ferràs, X., Hitchen, E. L., Tarrats-Pons, E., & Arimany-Serrat, N. (2020). Smart tourism empowered by artificial intelligence: The case of Lanzarote. *Journal of Cases on Information Technology (JCIT)*, 22(1), 1-13.

De Clercq, M., Vats, A., & Biel, A. (2018). Agriculture 4.0: The future of farming technology. *Proceedings of the world government summit, Dubai, UAE*, 11-13.

### **Copyright Statement for Course Materials**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **Class Recordings**

Lectures will be recorded. The use of recordings will give you access to lectures in the event you miss a synchronous or in-person meeting due to illness or other extenuating circumstances. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP in accordance with FERPA and UTEP policies. I will not share the recordings of our class activities outside of course participants. You may not share recordings outside of this course. Doing so may result in disciplinary action.

### **Administrative Drops**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registration and Records Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

### **Class Attendance**

The student is expected to attend all class sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, a drop for not attending will count toward the State Allowed Six Drop Limit. If you are failing the class at the time of the drop you may also be given a WF designation. Be advised that a drop could adversely impact visa status, financial aid and other programs. As per UTEP rules, you may be asked to show a UTEP ID at any time during class.

### **Accommodations Policy**

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### **Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Community Standards](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **Guidance on Artificial Intelligence**

*AI allowed only with prior permission from instructor*

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is *only allowed with approval from the instructor BEFORE being used*. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). "Text of your query."  
Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

### **Plagiarism Detecting Software**

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit

[https://www.utep.edu/advising/student\\_resources/student-success-resource-hub.html](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html).



**References**

<https://www.niu.edu/citl/resources/guides/instructional-guide/classroom-debates.shtml>