Building Engagement with English and the Local Community

CATESOL CONVENTION 2018
7 DECEMBER 2018

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Lecturer, Summer Coordinator
English for Foreign Students
Stanford Language Center

Kimberly Essen
Summer Instructor
English for Foreign Students
Stanford Language Center
Outline

- Introductions
- Program Background
- Language and Culture of Silicon Valley
- Template and Example
- Workshop
- Questions
Introductions

Our Presentation

- Our success with the Language and Culture of Silicon Valley class
- How other instructors can adapt this course to their classes and localities

Kristopher Geda (he/him/his)

- Lecturer, English for Foreign Students, Stanford Language Center
- Summer Coordinator
- kgeda@stanford.edu

Kimberly Essen

- Summer Lecturer, English for Foreign Students, Stanford Language Center
- kimberlykessen@gmail.com
Summer EFS Program

INTRODUCTION
Summer English for Foreign Students (EFS)

Visiting undergraduate and high school students (approx 30)
- One-time visitors for 8 weeks
- Students from every continent across almost all fields
- Core Classes
  › Reading, Writing, Speaking
- Electives
  › Negotiation and Persuasion, Science/Engineering Communication, Silicon Valley

Visiting graduate students (approx 30)
- Mostly one-time visitors for 6 weeks
- Core Classes
  › Intensive English program, plus lectures and activities
- Electives:
  › Improvisation, American Humor, Living in the USA, Silicon Valley, Wine, Vocabulary and Idioms

Continuing graduate students (approx 30)
- Currently enrolled graduate students

Stanford University
Visiting High School and Undergraduate Program

Course overview

- 1 unit of study required
- 2^{nd} unit option
  - Tutorials – 7x 1-hour sessions
  - Final project

Why a Silicon Valley class?

- Modeled on successful CMU-Silicon Valley ACC program
- Students’ demand for and interest in tech/entrepreneurship
- Tight fit with Stanford’s strengths and reputation

Goals

- Arm students with topics of immediate interest
- Explore cultural side of Silicon Valley (other Stanford courses address tech/entrepreneurship/funding/ethics)
Language and Culture of Silicon Valley

HOW IT WORKS
EFSLANG 684S Overview

Weeks 1 – 3

- **Tech and Human Relationships**
  - Device Addiction: Mobile Phones
  - “Electric Sheep” (Preview)

- **Silicon Valley Then & Now**
  - Mobile Phone Addiction Roundtable
  - *2018 Silicon Valley Index*: Profile & Highlights
  - Silicon Valley Origins (Preview)

- **Silicon Valley & Start-Up Culture**
  - Tech Companies to Watch in 2018
  - SV Topic of Choice (short speeches)
  - Venture Capital, Accelerators, Angels, Crowdfunding
  - Tech Trends, Buzzwords, Jargon & Slang 2018
EFSLANG 684S Overview

Weeks 4 – 6

- **Innovation & Entrepreneurship**
  - 2018 SVI: Innovation & Entrepreneurship
  - The Next Big Start-Up 2018! (Crunchbase)

- **Silicon Valley Society**
  - People, Talent Flows & Diversity
  - Employment & Income
  - Housing & Transportation
  - Education, Health, Civic Engagement

- **Tech & A Better World?**
  - The Future of Not Working: SV’s Vision for UBI (debate)
  - “Technology for Good”
EFSLANG 684S Overview

Weeks 7 – 8

- **Silicon Valley & Tech Ethics**
  - Ethical Decision-Making Frameworks
  - Persuasive Technology & Strategies
  - Case Study: Autonomous Cars (The “Trolley” Problem)

- **Tech Policies to Watch**
  - Artificial Intelligence & Augmented Reality
  - Case Study: “Dead IRL” Augmented Eternity?
  - 2-Unit Research Project Presentations
Silicon Valley Then and Now  (Class-time: 110 minutes)

- Task: Roundtable Discussions
- Pre-tasks:
  - Agree/disagree/interrupt/express an opinion
  - Refer to each other by name
  - Callbacks/show your listening
  - Extend the conversation
- Moderated Roundtable (Mobile Phone Addiction)
- Informal Group Presentations: (2018 SVI)
  - In-class time to discuss, synthesize, analyze, summarize
  - Present
  - Lead Q&A
- Introduce NPR 3-part podcast and interactive timeline (SV Origins)

Types of Texts: EFSLANG 684S – Summer 2018
Assessment and Outcomes

Taken from the EFS Curricular Documents

- By the end of the course, students will be able to:
  - Participate effectively while interacting in both formal and informal settings, for example,
    - Use accepted forms of address.
    - Conduct common transactions in person and on the phone
  - Participate effectively in group discussions in academic courses, seminars, and group project settings
  - Lead a group discussion, including
    - Introduce a topic
    - Elicit contributions
    - Maintain group focus
    - Summarize results/consensus
  - etc.

- Via both Formative and Summative assessments
EFSLANG 684S Overview (cont.)

Guest Lectures
- Local folks from established companies and startups
  - Google, TaskRabbit, VC firms
  - Marketers, product managers, software engineers, executives
- Brief panel presentation followed by Q&A then meet-and-greet

2-Unit Projects
- Students take 2nd unit and take at least 7x 1-hour tutorials with a graduate student tutor
- Students design and complete an independent project
- Credit is earned all-or-nothing
- Student present on their projects in the last week of class and submit a written research paper
EFSLANG 684S Overview (cont.)

2-Unit Projects

- **Interview a Silicon Valley Professional**
  - Petar Vujosevic, Co-Founder, GapJumpers
  - Custom large-scale blind hiring algorithms that allow companies to make better, more objective, more diverse talent decisions. (2018)

- **Media Representations**
  - Perceptions of success and Silicon Valley's culture of embracing failure. (2017)

- **Business Plan & Elevator Pitch**
  - "Your Place" is a food truck business dedicated to providing university students, faculty, and shoppers with fresh, local, nutritious, fusion food, drinks, and desserts. First location Guangzhou, China. (2017)

- **Independent Reading**
  - Technological Singularity and Humanity: The pros and cons of artificial superintelligence (ASI). (2018)
Template for Adaptation

BLANK WITH EXAMPLES
## Language and Culture of [local area]

<table>
<thead>
<tr>
<th>Why?</th>
<th>What is interesting and unique about your local area?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC</strong></td>
<td><strong>NOTES</strong></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>most salient facts of area’s history important figures in history major changes that affect today</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td>demographics; facts and figures major economic players</td>
</tr>
<tr>
<td><strong>Issue #1</strong></td>
<td>race and ethnicity</td>
</tr>
<tr>
<td><strong>Issue #2</strong></td>
<td>class, poverty, gentrification</td>
</tr>
<tr>
<td><strong>Issue #3</strong></td>
<td>sex, gender, sexuality</td>
</tr>
<tr>
<td><strong>Issue #4</strong></td>
<td>environment, development</td>
</tr>
<tr>
<td><strong>Issue #5</strong></td>
<td>education, employment</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
</tbody>
</table>
Sample ideas for 2-unit projects

- **Interview**
  - Interview a community member about a topic of interest: contact potential interviewees, generate questions, interview the subject, summarize the interview, write/present main findings, thank interviewee

- **Research**
  - Choose a topic to research: generate list of appropriate sources, review sources for relevant material, synthesize sources, comment on and evaluate arguments, write/present main findings, appropriately cite sources

- **Present**
  - Generate a presentation on a topic of interest: collect sources, generate content, design layout, present main findings, appropriately cite sources

- **Evaluate**
  - Choose a topic to evaluate: review a number of texts on the topic, summarize each text and categorize according to theme, evaluate feasibility/veracity/practicality of proposals, propose own solution, appropriately cite sources
## Sample Template: Flint, Michigan

### Language and Culture of Flint, Michigan

<table>
<thead>
<tr>
<th>Why?</th>
<th><em>Flint was once an important center of automobile manufacturing but now exemplifies the problems of a post-industrial city.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC</strong></td>
<td><strong>NOTES</strong></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>birthplace of automobile industry unions and labor practices decline of manufacturing in 1980s</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td>majority Black city increasing unemployment GM, Ford, UM-Flint</td>
</tr>
<tr>
<td>Issue #1</td>
<td>the Great Migration</td>
</tr>
<tr>
<td>Issue #2</td>
<td>downtown Flint revitalization</td>
</tr>
<tr>
<td>Issue #3</td>
<td>women in the plants</td>
</tr>
<tr>
<td>Issue #4</td>
<td>Flint Water Crisis</td>
</tr>
<tr>
<td>Issue #5</td>
<td>UM-Flint’s role in the community</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
Sample ideas for 2-unit projects: Flint, MI

- Interview
  - Interview a community member about gentrification downtown

- Research
  - Research the future effects of the Flint Water Crisis

- Present
  - Present an overview of UM-Flint’s history, growth, and future

- Evaluate
  - Evaluate a proposal to bring manufacturing back to Flint
# Sample Template: Pittsburgh, Pennsylvania

## Language and Culture of Pittsburgh, Pennsylvania

<table>
<thead>
<tr>
<th>Why?</th>
<th>Pittsburgh has reinvented itself from a dark, sooty center of steel manufacturing to a hub of science, innovation, and invention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC</strong></td>
<td>NOTES</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>early settlement as US expands home of steel manufacturing, decline of manufacturing in 1970s</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td>transition to “eds and meds”, diverse city CMU, Pitt, UPMC, Steelers</td>
</tr>
<tr>
<td>Issue #1</td>
<td>Polish Hill isn’t Polish Anymore</td>
</tr>
<tr>
<td>Issue #2</td>
<td>Uber, Amazon, Google, and Housing Prices</td>
</tr>
<tr>
<td>Issue #3</td>
<td>women in academia</td>
</tr>
<tr>
<td>Issue #4</td>
<td>Western Pennsylvania Conservancy</td>
</tr>
<tr>
<td>Issue #5</td>
<td>From Steelworking to “Eds and Meds”</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
Sample ideas for 2-unit projects: Pittsburgh, PA

- Interview
  - Interview a university administrator about low representation of women in administration

- Research
  - Research the transition from manufacturing (blue collar) to education and medicine (white collar)

- Present
  - Present on the effect of tech HQs on local housing prices

- Evaluate
  - Evaluate a proposal to prevent seasonal flooding of the Monongahela River
## Practice and Application

### Language and Culture of [local area]

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<tbody>
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<td><strong>TOPIC</strong></td>
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<td>most salient facts of area’s history</td>
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<td></td>
<td>important figures in history</td>
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<td></td>
<td>major changes that affect today</td>
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<td></td>
</tr>
<tr>
<td>Conclusion</td>
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</tr>
</tbody>
</table>
Workshop

- Group Work: 7 minutes
  - Southern California
  - Central California
  - The Bay Area
  - Northern California
  - Nevada

- Group Sharing: 5 minutes
  - Each group shares the topics of their draft-course

- Questions: 5 minutes
Questions?
<table>
<thead>
<tr>
<th>Why?</th>
<th><strong>TOPIC</strong></th>
<th><strong>NOTES</strong></th>
<th><strong>TEXT(S)</strong></th>
<th><strong>FUNCTION(S)</strong></th>
<th><strong>ASSESSMENT(S)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History</td>
<td></td>
<td>books, newspapers</td>
<td>reading, listening</td>
<td>getting the main idea</td>
</tr>
<tr>
<td></td>
<td>Today</td>
<td></td>
<td>encyclopedia, Wikipedia</td>
<td>evaluating sources</td>
<td>summarizing</td>
</tr>
<tr>
<td></td>
<td>Issue #1</td>
<td></td>
<td>magazine articles</td>
<td>essay writing</td>
<td>essay writing</td>
</tr>
<tr>
<td></td>
<td>Issue #2</td>
<td></td>
<td>TV news</td>
<td>interviewing</td>
<td>interviewing, reporting on interviews</td>
</tr>
<tr>
<td></td>
<td>Issue #3</td>
<td></td>
<td>blogs</td>
<td>blogging</td>
<td>writing a blog, critiquing/responding to blogs</td>
</tr>
<tr>
<td></td>
<td>Issue #4</td>
<td></td>
<td>YouTube, Twitter, etc.</td>
<td>data commentary</td>
<td>graph/table generation, writing about data</td>
</tr>
<tr>
<td></td>
<td>Issue #5</td>
<td></td>
<td>university documents</td>
<td>group presentation</td>
<td>group presentation, feedback</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td></td>
<td></td>
<td></td>
<td>final presentations</td>
</tr>
</tbody>
</table>

**2-Unit Ideas**
- Interview: 
- Research: 
- Present: 
- Evaluate: 
Weekly Topics Overview

Week 1: Tech & Human Relationships
- Device Addiction: Mobile Phones
- “Electric Sheep” (Preview)

Week 5: Silicon Valley Society
- People, Talent Flows & Diversity
- Employment & Income
- Housing & Transportation
- Education, Health, Civic Engagement

Week 2: Silicon Valley Then & Now
- Mobile Phone Addiction Roundtable
- 2018 Silicon Valley Index: Profile & Highlights
- Silicon Valley Origins (Preview)

Week 6: Tech & A Better World?
- The Future of Not Working: SV’s Vision for UBI (Debate)
- “Technology for Good”

Week 3: Silicon Valley & Start-Up Culture
- Tech Companies to Watch in 2018
- SV Topic of Choice (Short Speeches)
- Venture Capital, Accelerators, Angels, Crowdfunding
- Tech Trends, Buzzwords, Jargon & Slang 2018

Week 7: Silicon Valley & Tech Ethics
- Ethical Decision-Making Frameworks
- Persuasive Technology & Strategies
- Case Study: Autonomous Cars (The “Trolley” Problem)

Week 4: Innovation & Entrepreneurship
- 2018 SVI: Innovation & Entrepreneurship
- The Next Big Start-Up 2018! (Crunchbase)

Week 8: Tech Policies to Watch
- Artificial Intelligence & Augmented Reality
- Case Study: “Dead IRL” Augmented Eternity?
- 2-Unit Research Project Presentations
EFSLANG 684S-1 (2 Units)
Individual Project Requirements for Course Credit

Summary

In order to earn two units of credit for 684S, each student must satisfactorily complete all of the work required for the 1-unit course in addition to the following requirements. Note that there is no partial credit possible for this course; if a student fails to complete the second-unit requirements, he or she will fail the entire course. That is to say, it is not possible to register for two units and receive credit for only one.

Tutor Information

Name: TBA   Email Address: TBA

2-Unit Additional Requirements

1. Tutoring Meetings

Each student must attend at least seven 50-minute meetings with the class tutor to discuss the course content and work on the term’s final project. An eighth meeting is possible, but not required.

Each student is responsible for making a standing (regular, repeating) meeting with the tutor by contacting him or her on the first day of the term. The 1-unit attendance policy applies equally to the 2-unit tutoring meetings; if a student misses more than 10% of the tutoring meetings, he or she will not receive credit for the course. If a student is more than five minutes late to a meeting, that student may not receive credit for attending. In the event of an absence, only one make-up session is available.

During the meetings, students will work independently with the tutor on their individual projects. This work may take the form of extended discussions of course material relevant to the projects, preparation of materials necessary to the projects, completion of written or recorded work related to the projects, or some other work approved by the tutor and Kim.

2. Final Project

The final project is intended to give each student an opportunity to explore an area of Silicon Valley’s language and culture that is most interesting to him or her. The final projects will be due on Tuesday, August 14, 2018 in class.

Below are four options for final projects. Students may choose the one that most interests them or they may propose another project to both Kim and the tutor.

A. Interview a SV Professional

Students who choose to interview a professional must complete the following steps in collaboration with the tutor:

a. Contacting the potential interviewee to request an interview
b. Researching the interviewee
c. Preparing thoughtful questions with relevance to course materials and concepts
d. Conducting an oral interview
e. Producing a written summary of the interview and its contents
f. Presenting the interview, some of its highlights, and its relevance in class on the last day,
   **Tuesday, August 14** (5 – 7 minutes)

### B. Media Representations of SV
Students who choose to investigate media representations of Silicon Valley must complete the following steps in collaboration with the tutor:

a. Defining the particular aspects of SV language and culture under investigation
b. Curating a list of sources from at least three different media (for example, a television show, a television news report, and a substantial magazine article)
c. Summarizing each of the media sources
d. Producing a standard academic essay discussing media representations of the chosen Silicon Valley characteristics and relating them to classroom discussions and materials as well as to the students’ own experiences
e. Presenting an abbreviated version of the paper on the last day, **Tuesday, August 14** (5 – 7 minutes)

### C. Mini Business Plan
Students who choose to create a mini business plan must complete the following steps in collaboration with the tutor:

a. Describing the proposed produce or service in detail
b. Defining the need or niche for the proposed product or service
c. Investigating related and/or competing products or services that currently exist in the marketplace
d. Developing a proposed time-line and budget for the development of the product or service
e. Deliver an elevator pitch and business proposal of the product or service on the last day, **Tuesday, August 14** (5 – 7 minutes)

### D. Critical Reading Project
Students who choose to undertake a critical reading project must complete the following steps in collaboration with the tutor:

a. Defining an issue of particular importance and relevance to Silicon Valley
b. Curating at least three sources that treat this topic, with the following requirements:
   i. at least one professionally-published source (audio or written),
   ii. at least one individual source, such as a personal blog, Twitter account, op-ed piece, etc.
   iii. at least one of the sources should present a counter-argument or opposing viewpoint on the topic
c. Summarizing the topic and the information written about it
d. Producing a standard academic essay discussing the topic, arguments for and against it, as well as proposing a solution, treatment, or further investigation of the topic.
e. Presenting an abbreviated version of the paper on the last day, **Tuesday, August 14** (5 – 7 minutes)
Language and Culture of Silicon Valley

2-Unit Final Paper Guidelines

Due: August 14, 2018 by 1:00 pm

The final paper is a chance for you to discuss your research project and to analyze the project in relation to the topics of the course. You are expected to produce a scholarly paper, drawing upon reference sources as well as your own research data (interview or media search). Please follow the guidelines below for the correct formatting and structure of the paper. You may add additional sections to your paper or modify the existing structure, but be sure that your paper addresses each section.

Final Paper Format:

I. **Cover Page:** Include title of paper, your name, university name, course, date, instructor and tutor’s names.

II. **Body:** 5-7 pages, double-spaced, 1-inch margins, size 12 font, Times New Roman, left-alignment. **Header:** Last name in the upper left corner and page number in the upper right corner.

   **Suggested Organizational Structure for the Paper:**
   1. Introduction
   2. Research Question/Purpose of Project
   3. Background Information about interviewee/project/industry
   4. Summary of the project/interview (organize it around key themes)
   5. Significance of research (connect the project to course topics)
   6. Conclusion/Reflection (What did you find helpful? What surprised you? What would you do differently?)
   7. Next steps in research (identify potential ways to expand and build your research)

III. **Reference Page:** Include citations of journal articles, readings, A/V media, and interview (name and date of interview).
2-Unit Research Projects

- EFS 684S_2018_2-Unit Overview
- 2-Unit Project Presentations 2018

Presentations

- EFS 684S_Presentation_Wk 1_2018
- EFS 684S_Presentation_Wk 2_2018
- EFS 684S_Presentation_Wk 3_2018
- EFS 684S_Presentation_Wk 4_2018
- EFS 684S_Presentation_Wk 5_2018
Homework

- Homework Assignment 1 of 2_Wk 1_684S_2018
- Homework Writing Assignment_Wk 1_684S_2018 (Detailed Instructions)
- Homework Assignment 2 of 2_Wk 1_684S_2018
- Homework Assignment_Wk 2_684S_2018
- Homework Assignment_Wk 3_684S_2018
- Homework Assignment_Wk 4_684S_2018
- Homework Assignment_Wk 5_684S_2018
- Homework Assignment_Wk 6_684S_2018
- Homework Assignment_Wk 7_684S_2018
Course Texts

- 2018 Silicon Valley Index


- 57 Technical Terms That All True Geeks Should Know (Goggi, TechTalk/GFI, 2018)

- A Beginner’s Guide to Funding a Startup (Barrette, Foundr, 2018)

- Can Tech Get Better at Confronting Ethical Challenges? (Allen, Stanford eCorner, 2018)

- Don’t Believe in a Universal Basic Income? This Is Why It Would Work and How We Can Pay for It (Bregman, World Economic Forum, 2018)

- Five Reasons Why Universal Basic Income Is a Bad Idea (Goldin, Financial Times, 2018)


- The Next Big Startup 2018! (EFS 6845 & EFS 6895)

- Obama and Bezos Could Make Basic Income Work (Bershidsky, Bloomberg Opinion, 2018)

- Universal Basic Income Is Ready to Go Mainstream (Keen, Wired UK, 2018)
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Next Big Startup 2018! (EFS 6845 &amp; EFS 6895)</td>
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<tr>
<td>Top 10 Strategic Technology Trends for 2018 (Panetta, Gartner, 2017)</td>
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<tr>
<td>Trolley Problem: Philosophers Are Building Ethical Algorithms to Help Control Self-Driving Cars (Goldhill, Quartz, 2018)</td>
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<tr>
<td>The Uber of Startup Lingo: A Translation of 47 Startup One-Liners (Allen, Medium, 2017)</td>
<td></td>
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<td>Universal Basic Income: A Universally Bad Idea (Annunziata, Forbes, 2018)</td>
<td></td>
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<tr>
<td>Venture Capital Tutorial (Vernon, UNC Kenan-Flagler Business School, n.d.)</td>
<td></td>
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<td>What Is Technology Ethics? (Green, the Markkula Center, Santa Clara University, 2017)</td>
<td></td>
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<tr>
<td>Why Silicon Valley Will Continue to Rule (Berlin, Wired Magazine, 2015)</td>
<td></td>
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<tr>
<td>You Don't Know What You've Got Till It's Gone (Markowitz &amp; Hancock, Behavioral Scientist, 2018)</td>
<td></td>
<td></td>
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</tbody>
</table>
### CNN Series: Mostly Human by Laurie Segull, 2017
- "Electric Sheep" (24:40)
- "Dead, IRL" (22:46)
- "Mostly Human: The Complete Season"

### NPR Series: Starting Up - Silicon Valley's Origins by Laura Sydell, 2012
- "A Rare Mix Created Silicon Valley's Startup Culture" (7:47)
- "America's Magnet for Innovation and Investments" (7:35)
- "Intel Legends Moore and Grove: Making It Last" (7:22)

### Silicon Valley Timeline
- Animated Timeline Shows How Silicon Valley Became a $2.8 Trillion Neighborhood (Protin, Stuart & Weinberger, Business Insider, 2017, 3:54)

### Venture Capital
“America’s Magnet for Innovation and Investments” (7:35)

“Intel Legends Moore and Grove: Making It Last” (7:22)

Silicon Valley Timeline

Animated Timeline Shows How Silicon Valley Became a $2.8 Trillion Neighborhood (Protin, Stuart & Weinberger, Business Insider, 2017, 3:54)

Venture Capital

Venture Capital Investment Competition (VCIC) Training Videos Playlist (Vernon, 2017)

Shark Tank

ReThink - Cyber Bullying App (Prabhu, Shark Tank, 2016, 2:02)

The Sharks ReThink CyberBullying (Shark Tank S8 E1, ABC, 2016, 3:16)

Resources

Active Reading (The Open University, 2018)

Crunchbase
The Sharks ReThink CyberBullying (Shark Tank S8 E1, ABC, 2016, 3:16)

+ Resources

- Active Reading (The Open University, 2018)
- Crunchbase
- Indiegogo
- Kickstarter
- Sideways Dictionary
- TechCrunch
- Y Combinator

+ Tech Websites, Blogs, Podcasts & YouTube Channels

- BBC News / Tech
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<th>Tech Websites, Blogs, Podcasts &amp; YouTube Channels</th>
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<td>35 Tech Podcasts Worth Listening To (Medium)</td>
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<td>Top Technology Blogs, Websites &amp; Newsletters to Follow in 2018 (Feedspot)</td>
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Supplemental Materials

- 10 IT & Technology Buzzwords You Won't Be Able to Avoid in 2018 (Lebied, Datapine, 2018)
- 50 startups that will boom in 2018, according to VCs (Bort, Business Insider, 2018)
- Apple Wants to Help You Deal With Smartphone Addiction (Newcomb, NBC News, 2018)
- Please Do Not Switch Me Off!: An Experiment With a Begging Robot Shows People Hesitate to Pull the Plug (Shaban, Washington Post, 2018)
- Rebel Developers Are Trying to Cure Our Smartphone Addiction -- With an App (Wan, Washington Post, 2018)
- We Have Reached Peak Screen. Now Revolution Is in the Air (Manjoo, New York Times, 2018)
- We Survived Spreadsheets, and We'll Survive AI (Ip, WSJ, 2017)
- Can the Tech Giants Be Stopped? (Taplin, WSJ, 2017)
Can the Tech Giants Be Stopped? (Taplin, WSJ, 2017)

Is Technology Contributing to Increased Inequality? (Hernaes, TechCrunch, 2017)

Universal Basic Income

Billionaire Richard Branson: America Should Give Out Free Cash to Fix Income Inequality (Clifford, CNBC, 2018)

Elon Musk: Free Cash Handouts 'Will Be Necessary' if Robots Take Humans' Jobs (Clifford, CNBC, 2018)

Let the Robots Take Our Jobs and Pay for a Universal Basic Income (Berger, Quartz, 2017)

Many in Silicon Valley support Universal Basic Income. Now the California Democratic Party Does, Too. (Gaffary, Recode, 2018)

Universal Basic Income Didn’t Fail in Finland. Finland Failed It (Jauhiainen & Mäkinen, New York Times, 2018)

Universal Basic Income: The View from Finland (Shaw, BBC News, 2018)

Persuasive Speech Transfer Module

Monroe’s Motivated Sequence (Lyons, 2018, Video File 10:13)

Blank Persuasive Outline Template (write-out-loud.com, n.d.)