
CC0001

INQUIRY AND COMMUNICATION IN AN INTERDISCIPLINARY WORLD

DR PRASANTHI RAM

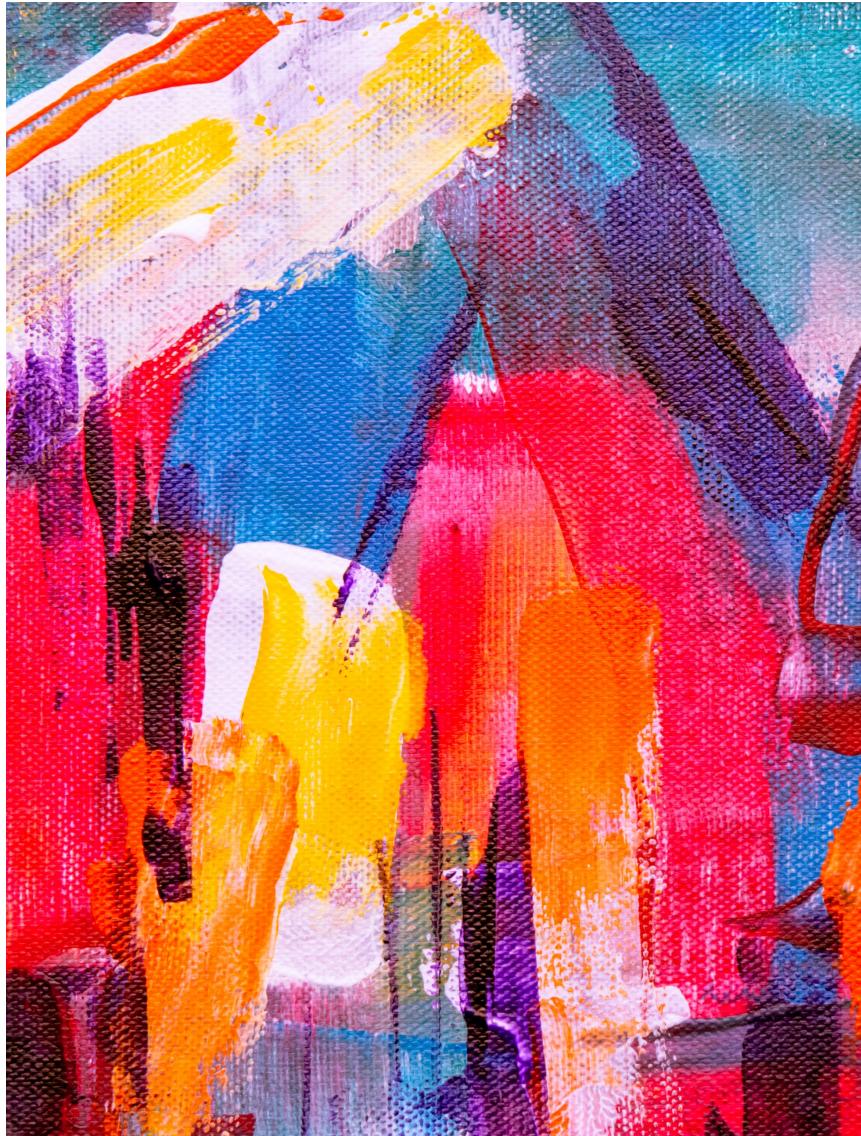


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WHAT IS AN ARGUMENT?

These arguments were descriptive rather than argumentative.

- This means they are purely statements with no room for discussion or disagreement.
- How do we correct this?
 - ✓ Argue that Factor X is more harmful to our pursuit of sustainable urban development than Factor Y.
 - ✓ Or you could consider how social welfare and economic growth are linked

An argument means presenting a clear stance with a set of substantiated claims.

- ✓ “An argument is a connected series of statements intended to establish a definite proposition.”

An argument cannot be so simplistic that it presents a point that everyone would agree with.

- For example, “It is important for Singaporeans to help each other.” OR “It is vital that we recycle.”
- These are simply truisms – widely accepted, often generic ideas that anyone with common sense would agree with.

WHEN WRITING OUT YOUR ARGUMENT

Ask yourself:

1. Would anyone with common sense disagree with my argument?
 - If your answer is “no,” meaning that no one would disagree with your argument or at least ask for more evidence to be convinced, it means that your argument may be too simple verging on truisms and needs to be revised.
2. Am I trying to solve a problem here?
 - If your answer is “yes,” then you are likely to be presenting solutions, i.e., turning your conceptual op-ed into a policy paper. Back track and see if you can examine the status quo (present situation and how it has emerged) instead.

READING A STUDENT OP-ED

A(I) Art: Artificial Intelligence and Art

An op-ed by Alyssa Yip Zhixin



A Girl with a Pearl Earring, by Johannes Vermeer
Oil painting on canvas, 1665



Recreated with AI

DAQ

- **Place op-ed:** National Gallery Singapore

- **Significant observation:** Contrast between the watercolour paintings in the gallery exhibition and her AI-generated phone wallpaper

- **Research question:** With the rise of AI and digitalization in our world, how can **human artists** and **art galleries** stay relevant?



Nigerian artist [Malik Afegbua](#)'s "The Elder" series, which uses AI to reimagine Nigerian elderly in a fashionable way

SOURCE 1: "SHOULD HUMAN ARTISTS FEAR AI..." (MORUZZI, 2020)

- **P4: Summary**

- Firstly, it frames the source by stating how AI has already taken over healthcare and e-commerce
- RQ: It focuses on answering how **human artists** can stay relevant
- It argues that AI tools can be an "avant-garde tool for artists" – i.e., **human artists can stay relevant by using AI**
- *However, it points out that while the public is fine with AI tools supporting "arduous tasks", they do not see AI as creative as it lacks emotions

SOURCE 1: "SHOULD HUMAN ARTISTS FEAR AI..." (MORUZZI, 2020)

P5: Evaluation

- It focuses on the final claim about public's bias against using AI as a creative tool
- The student **presents additional insight on her own** by arguing two key ideas
- First**, she argues that using AI to create art is similar to *conceptual art* where the idea behind the artwork is more important than the end-product
- Second**, she argues that this bias is not different from when photography emerged and was seen as a threat to naturalistic art



Marcel Duchamp's "[Fountain](#)" is considered conceptual art

SOURCE 2: "DIGITAL ENGAGEMENT...ART GALLERY..." (HARDING ET AL., 2019)

P6: Summary

- First, it highlights the key concept of the source, "future scoping"
- **RQ:** It focuses on how **art galleries** can stay relevant
- It argues that art galleries can 'scope' its curations and 'update' them by using modern technologies to (1) create a more immersive experience and (2) create more audience engagement



SOURCE 2: "DIGITAL ENGAGEMENT...ART GALLERY..." (HARDING ET AL., 2019)

P7: Evaluation

- First, she briefly reflects on why the public may want digital engagement – **as experiences they can 'take away'**
- Second, she connects the source, which talks about technology generally, to the focus of her op-ed, AI – **she argues that AI should be incorporated if galleries wish to stay in trend**



WHAT CAN WE LEARN FROM THIS OP-ED THUS FAR?

- **How to answer your research question in two clear parts** – the first half with Source 1, and the second half with Source 2
- **How to add your own additional insight** – using your wider knowledge of the topic to draw parallels (such as bias against AI similar to bias against photography)
- **How to connect your source to your RQ** – ensuring that if your source is more general than your RQ or predates an element in your RQ, that you connect it clearly (such as redefining modern technology to include AI)

SYNTHESIS

- **P8: Synthesis** – frames the two sources in conversation by showing that there is a slight disagreement
 - Moruzzi (2020) believes the public are biased against AI as it lacks emotions
 - However, Harding et al. (2019) believe that digital innovation can be beneficial for bridging the gap between the audience and art by highlighting missing voices
 - *Issue: The point on bringing in missing voices was not in the original Source 2 summary. What are these voices exactly? Given that this is quite vague, Harding et al.'s point does not completely address the issue brought up by Moruzzi.

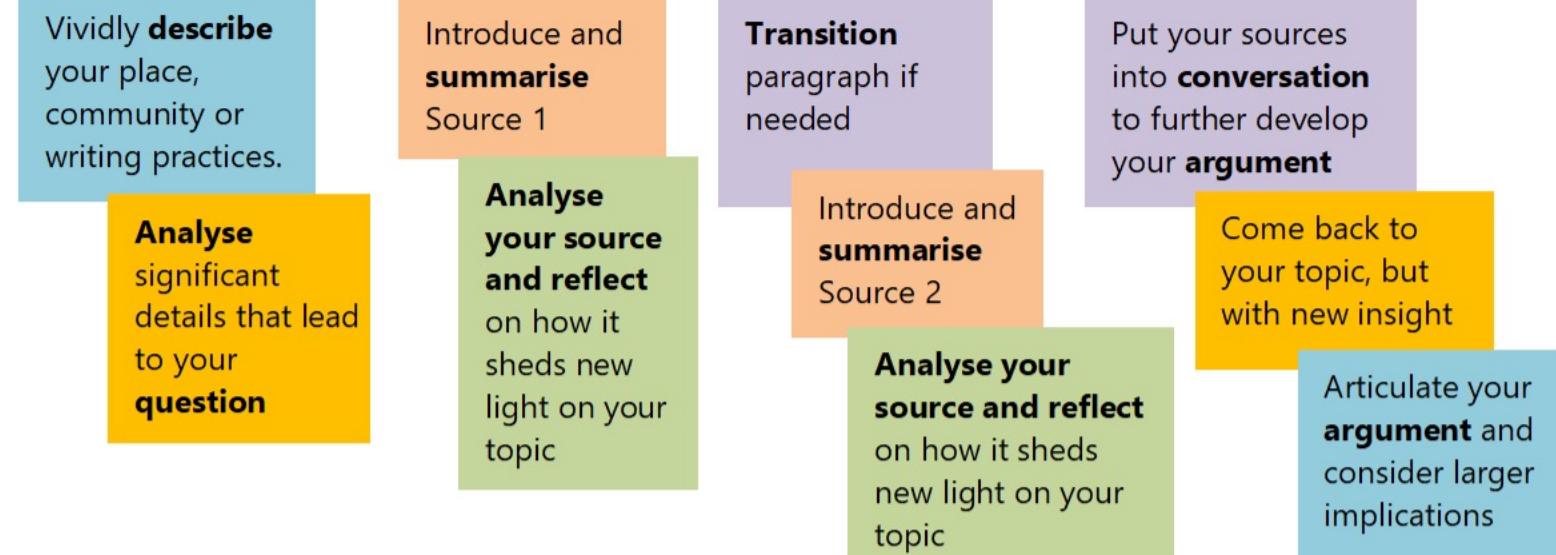
□ **P8-P9: Argument** – presents additional insight on how AI can be useful in the art world

- That "trained AI systems can produce audience-relevant pieces"
- That just as galleries adjust to public demands, artists too should wield AI as a tool and use it as a "partner in art curation"
- *Issue 1: If this student were doing CC0001 now, I would have asked the student to provide examples of such artworks created with trained AI systems. Malik Afegbua would be a great case study for this.
- *Issue 2: The student could have also emphasised that by artists and galleries using AI more creatively / intentionally, public bias against AI too will eventually shift

Refer to p.84 End of Unit 7

You can use the following as a guide to what your developing op-ed should contain.

Beginning	Middle	Ending
<ul style="list-style-type: none">• Get the reader's attention• Why is this topic important and relevant?• Vividly describe and analyse your topic• Clarify your motivation/purpose for writing	<ul style="list-style-type: none">• Summarise the arguments of your sources for your reader• Analyse and reflect on the ideas from these sources that help you to shed new light on your topic• Develop your argument and connect your sources & topic	<ul style="list-style-type: none">• Clarify your argument• Consider the larger implications• Leave the reader thinking



WHAT TO LOOK OUT FOR IN YOUR DRAFT

DAQ	Sources	Synthesis and conclusion
<ul style="list-style-type: none">• Topic must be explicitly identified – you should not be guessing.• Para 1 should be general observations only while Para 2 should move to significant observation• Question must be closely linked to observations and analysis• Question must be conceptual and allow for a specific yet open-ended discussion	<ul style="list-style-type: none">• Sources must be relevant to Question• Summary must not contain unnecessary details (examples, data)• Evaluation must be based on claims presented in summary• All additional insight made by you should be signposted with "In my opinion" / "I believe" / "I would argue" and if the claims are too large, they should be presented with hedging ("Perhaps" / "Maybe" / "Possibly")	<ul style="list-style-type: none">• Ideas from both sources must be connected for the reader (agree / disagree / covers a gap / additional insight)• Final argument must develop your initial opinions on the topic into something more complex and specific through the 2 sources and any other insight of their own

WRITING A CONCLUSION

Ways to frame your conclusion:

- Circle back to your observations and zoom in on a key issue or phrase from that introduction to reflect your updated understanding
 - "Thinking back to the design of Jewel..."
- Quote a relevant figure on your topic - "Prime Minister Lee Hsien Loong once said..."

If you have not done so already:

- Establish your argument in all its complexity.
- Reiterate **key terms or concepts** of the discussion – do not refer to your authors or articles
- Tie up any loose ends or address gaps - "Moving forward, it would also be important to consider the impact of... on women..."

Possible ending:

- Consider how the relevance or significance of your topic may evolve over time or consider wider implications (breadth) - "Given the continued digitisation of our world, it is possible that..."
- Avoid cliches or truisms – it will generalise your argument.



No class next week (W10)!

Before your consultation,

1. Upload Draft 1 & Draft 2 onto Turnitin
2. Complete the Pre-Consultation Checklist

ASSIGNMENT 2

(25%)



A2 INSTRUCTIONS

Grading Rubric:

Content
<ul style="list-style-type: none">• Relevant main claims/key concepts explained or exemplified clearly• Appropriate level of detail• Adherence to time limit
Organisation
<ul style="list-style-type: none">• Appropriate Introduction (including outline), Body, and Conclusion• Use of transitions and signalling devices• Logical development
Presentation Delivery
<ul style="list-style-type: none">• Effective use of voice• Appropriate body language• Establishes rapport with the audience
Visual Aids
<ul style="list-style-type: none">• Appropriate slide design• Appropriate use of text• Appropriate number of slides

- 6-8 minutes presentation** that distills your written op-ed
- Accompanied by **8-12 content slides** (excluding title, thank you and reference slides)
- All to submit slides onto NTULearn by **Week 12**
 - Week 12 Mon: T026 at 1PM, T036 at 3PM
 - Week 12 Tue: T064 at 1PM, T074 at 3PM
- Download the **“CC0001 Presentation Feedback Form”** from the Assignments folder, create a Google Document and share the link with me over email on presentation day.

A2 SUGGESTED STRUCTURE

Grading Rubric:

Content
<ul style="list-style-type: none">• Relevant main claims/key concepts explained or exemplified clearly• Appropriate level of detail• Adherence to time limit
Organisation
<ul style="list-style-type: none">• Appropriate Introduction (including outline), Body, and Conclusion• Use of transitions and signalling devices• Logical development
Presentation Delivery
<ul style="list-style-type: none">• Effective use of voice• Appropriate body language• Establishes rapport with the audience
Visual Aids
<ul style="list-style-type: none">• Appropriate slide design• Appropriate use of text• Appropriate number of slides

- Observations, Analysis and Question (~1 min)
- S1 – Source info, 2-3 main ideas and evaluation (>2 min)
- S2 – Source info, 2-3 main ideas and evaluation (>2 min)
- Synthesis (1 min)
- Your final argument and conclusion (~1 min)

Advice: Do not time your script such that you're very close to the maximum of 8 minutes. You may end up going over time due to nervousness. 6 to 7 minutes is a safe gauge.



BASIC ETIQUETTE

As this is an examination with live grading, please maintain silence:

- Do not enter or leave the classroom while someone is presenting (!)
- Do not chit-chat during someone's presentation (!)

Participate actively to encourage each other:

- Respond to their questions
- Clap at the end

You will also be assigned a peer to give verbal feedback to:

- What did you like about the presentation?
 - What is one area for improvement?
-



ASSIGNMENT 3 (40%)

Due Week 14 April 22 2359 on NTULearn (10% grade penalty per day missed)

- A completed op-ed of 1200-1400 words**
 - Ensure your cover page is a signed Declaration of Academic Integrity Form. You may use Grammarly or QuillBot to check your grammar (not to write sentences for you). However:
 - Disclose on declaration form & attach AI usage form as Page 2
 - Submit your original version (prior to AI usage) via the "Assignment 3 Original" link
 - Ensure that you have APA in-text citations and a reference page at the end of your essay
 - Ensure you have a title – but this is excluded from word count
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