Instructor: Eric Williams

Office Hours: By appointment (over Zoom or in-person if you're on campus)

Office Location: Zoom or AudB 302

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**About the Course**

This course will provide you with the essential knowledge and skills needed to navigate the rapidly changing landscape of Artificial Intelligence (AI) in professional settings.

You will explore various applications and ethical considerations of AI, including the benefits and limitations of AI-assisted writing tools; the social implications of AI, including privacy, security, and surveillance; and the potential impacts of AI on jobs and the workforce.

Through hands-on experience with AI tools and technologies, you will engage in critical thinking and apply creative problem-solving skills to evaluate the ethical implications of using AI in the academy and workplace.

By the end of this course, you will be able to:

* Analyze the impact of AI on society, including the potential benefits and drawbacks of AI-assisted writing tools, automation in the workplace, and ethical considerations related to AI decision-making.
* Create AI-powered writing using natural language processing and language generation tools such as ChatGPT and DALL-E, and evaluate the benefits and limitations of these tools.
* Synthesize knowledge of AI applications in various industries, the potential impact of AI on jobs and the workforce, and the opportunities for upskilling and reskilling.
* Apply critical thinking skills to ethical considerations related to AI, including bias and fairness in decision-making, privacy and security, and the development of policies and regulations related to AI.
* Use image recognition and computer vision tools to identify and interpret patterns and trends in data, and communicate the findings effectively to a variety of audiences.
* Reflect on the future of AI and its role in society, including the potential impact of emerging technologies and develop a personal philosophy on the ethical use of AI.

**Assignments**

The course assignments provide you the opportunity demonstrate and develop your understanding of AI.

**Weekly Assignments (50% of your final grade)**

**Discussion posts**

Discussion posts are related to weekly topics of the course. Posts should be 250-300 words in length and demonstrate a clear understanding of the relevant concepts and ideas covered in the readings and activities. Additionally, you are required to respond to at least two of your classmates’ posts, furthering the discussion and engaging with your peers.

**Activities**

You will complete small activities that involve exploring different AI tools and reflecting on the experience. These activities will provide hands-on experience with various AI applications and allow you to critically evaluate their strengths and limitations. After using each tool, you will be asked to reflect on your experience and discuss the potential ethical implications of using AI in different contexts. These reflections will help you develop a deeper understanding of AI and its potential impact on society.

**Short papers (25% of your final grade)**

The short papers are opportunities to critically engage with course content and your own experiences.

Each paper should be 500–750 words and should draw upon specific readings, tools, or activities covered in the previous few weeks. The objective of the paper is to demonstrate your understanding of the topics covered and to engage in thoughtful reflection and analysis.

Include a clear thesis statement, well-developed arguments, and a conclusion that summarizes the main points. Provide evidence to support your arguments and properly cite any sources or AI tools used.

You will complete a total of 3 short papers throughout the semester.

**Final paper (25% of your final grade)**

Reflect on your learning in the course and extend it with additional research and engagement with AI tools. Your paper should be 5-7 pages (double-spaced, 12-point font) and should include the following sections:

* Introduction: Briefly summarize the main topics covered in the course and your initial thoughts and perceptions about AI.
* Reflections: Reflect on your learning and experiences throughout the course. You may draw on your discussion posts, activities, and any other assignments to highlight key insights and ideas you’ve encountered. You should also reflect on how your thinking about AI has evolved over the semester, and any challenges or surprises you encountered along the way.
* Discussion: Engage with at least two additional AI-related tools or technologies beyond those covered in the course. For each tool, describe its key features, how it relates to the topics covered in the course, and your experiences using it. Discuss any new insights you gained about AI and its potential implications for society, and any ethical considerations that arise with the tool.
* Future Considerations: Reflect on the future of AI and its potential impact on society. Discuss any new ideas, concerns, or possibilities that you encountered during your research and tool exploration.
* Conclusion: Summarize your key insights and reflect on how your learning from the course will impact your future studies or career aspirations.

Your final paper should incorporate at least 5 sources (besides the course readings), properly cited and referenced in APA format. You should also include any relevant screenshots or visual aids to support your discussion of the additional AI tools.

You will complete 1 final paper this semester.

**Schedule**

Below is a weekly schedule of the topics we will discuss in the course. This schedule is subject to change. Current information will be provided in the modules for each week.

**15-Week AI at Work Course Structure**

| **Week** | **Module Title** | **Key Focus** |
| --- | --- | --- |
| 1 | **Introduction – AI at Work: What’s Changing?** | * Course overview, AI basics, workplace impact
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| 2 | **AI Tool Scavenger Hunt** | * Exploring and comparing real-world AI tools
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| 3 | **AI Tool Deep Dive** | * In-depth exploration of one tool
 |
| 4 | **Short Paper 1 – AI Tool Review for My Field** | * Critical review and career relevance
 |
| 5 | **Prompt Engineering & Tool Selection** | * Crafting prompts, evaluating tool fit
 |
| 6 | **Critical Review, Editing, and Collaboration with AI** | * Human-AI feedback loops; collaborative workflows
 |
| 7 | **Responsible AI Use & Transparency** | * Disclosure, accountability, best practices
 |
| 8 | **Synthesis & AI Literacy in Action Paper** | * Midterm reflection and demonstration
 |
| 9 | **AI Ethics—Frameworks & Codes** | * Professional codes, ethical principles
 |
| 10 | **Bias, Fairness, & Inclusion in AI** | * Identifying and addressing bias, promoting inclusion
 |
| 11 | **Law, Policy, & Workplace Rules for AI** | * Legal, regulatory, and policy issues
 |
| 12 | **Navigating Gray Areas & Culminating Ethics Case Memo** | * Ethics in practice, ambiguity, culminating memo
 |
| 13 | **AI Trends & Future Skills in Your Profession** | * Research, skill mapping, short paper
 |
| 14 | **Building Your AI Portfolio & Professional Ethics** | * Portfolio curation, ethics statement, peer review
 |
| 15 | **Synthesis & Final Project Completion** | * Portfolio submission, reflection, peer celebration
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**Grading**

Grading criteria serve as general guidelines for evaluating all assignments.

“A” (90-100%): Work that demonstrates a deep understanding of the course material and applies it in a thoughtful, innovative, and creative way. The work also shows a strong ability to reflect on and analyze the use of AI tools and technologies in various contexts. It is well-organized, well-written, free of errors, and visually appealing. The work shows evidence of critical thinking, problem-solving, and engagement with the subject matter.

“B” (80-89%): Work that demonstrates a good understanding of the course material and applies it in a competent manner. The work shows some ability to reflect on and analyze the use of AI tools and technologies in various contexts. It is well-written, organized, and free of major errors, but may lack a certain level of creativity and critical thinking.

“C” (70-79%): Work that demonstrates a basic understanding of the course material, but may lack depth and critical analysis. The work is organized and complete but may contain errors in grammar, mechanics, or logic. It shows some attempts at reflection and analysis of the use of AI tools and technologies in various contexts.

“D” (60-69%): Work that demonstrates a poor understanding of the course material and does not show evidence of reflection or analysis of the use of AI tools and technologies in various contexts. The work may be disorganized, incomplete, and contain numerous errors in grammar, mechanics, or logic.

“F” (0-59%): Work that demonstrates a complete lack of understanding of the course material and the use of AI tools and technologies. The work may be plagiarized, incomplete, and contain numerous errors in grammar, mechanics, or logic.

**Deadlines**

Unless otherwise noted, mid-week activities are due by 11:59 pm on Thursday, and end-of-week activities are due by 11:59 pm on Sundays. Major assignments are always due on Sundays.

Please refer to the calendar in Canvas for detailed information. As a general rule, you will NOT be able to make up missed assignments. It is your responsibility to keep up with your assignments.

Students with an excused absence (hospitalization, jury duty, or family emergency) may be asked to produce proper documentation to make up graded work. Any make-up work is at the discretion of the instructor.

**Online Learning, Attendance, and Communication**

This course has been developed to promote asynchronous learning. The instructor and students do NOT meet on a designated day and time each week.

For each lesson, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that timeframe. However, you must adhere to the deadlines outlined on the calendar. You should log into the course daily to check for updates, review lessons, and participate in activities.

You can expect meaningful feedback on written assignments within 7–14 days of the deadline. Questions about grades or other individual issues should be emailed to the instructor, not posted on the discussion forum.

NOTE: When you are corresponding with the instructor or your classmates, please use appropriate language and etiquette.

**Technology Requirements**

You need access to a reliable internet source. You should also have these technical skills:

* Using the Canvas learning management system
* Using email with attachments
* Creating and submitting files in commonly used word processing program formats
* Copying and pasting
* Downloading and installing software
* Using spreadsheet programs
* Headset/microphone (if required for synchronous chats)

Remember that your password is the only thing protecting you from pranks or more serious harm.

* Don’t share your password with anyone.
* Change your password if you think someone else might know it.
* Always log out when you are finished using Canvas.

The following information has been provided to assist you with the technological aspect of the course.

* UNT Help Desk
* Browser requirements
* Computer and Internet Literacy

**Netiquette Guide**

When communicating online, you should

* Treat others with the same respect you would show in a face-to-face classroom.
* Err on the side of being too formal rather than too informal. You should take your cue for the right level from how your professor interacts with you and other students.
* Be cautious when using humor or sarcasm as it can easily be misunderstood.
* Be careful with personal information (both your own and other people’s).

**Email Policies**

Please read my email policies carefully.

I want you to be successful in this course, and I am looking forward to our interactions. Teaching about teaching is my favorite subject, and I’m always happy to provide additional materials or strategies that help you achieve your course/teaching goals.

To help make our interactions respectful, polite, and courteous, follow these guidelines when emailing me:

* I respond to email within 48 hours of receiving it. I only respond to email during business hours, Monday–Friday.
* You must have a valid UNT email address, and you must check this account regularly. I often use email to send class updates and advisories.
* I send my responses to the account where your email originated. Do not email me from one account, for example, and ask me to reply to another. You are responsible for managing your email accounts.
* Check the syllabus or assignment schedule before you send your email as I will not respond to requests for information contained in the course materials or texts.
	+ I do not discuss major assignment grades over email. Instead, please schedule an appointment with me. When contacting me, provide three possible dates/times when you are available to meet via Zoom or in person.
* Do not SPAM me or your team members. I define spamming as sending multiple emails before the recipient has had an appropriate amount of time to respond. Think carefully before sending multiple emails (in any situation).
* Your email should include a short, informative subject line (e.g., TECM 1600: Question about Discussion Post). Do not leave the subject line blank.
* Keep email concise. If your question is short or direct, a one-sentence email (plus a greeting and a signature) is just fine and also preferred.

**Academic Integrity**

I follow UNT’s policy for academic dishonesty. You can access these guidelines and the UNT policy at http://tinyurl.com/nuwo42u. You are responsible for knowing and following the student standards for academic integrity.

**AI Acknowledgement Statement**

This course recognizes that artificial intelligence (AI) is increasingly present in both the professional world and higher education. Throughout the semester, we will discuss, use, and reflect on AI tools as part of our learning.

* **Instructor Use of AI:** Some course materials, announcements, or feedback may be created or enhanced using AI tools (such as text generators, grammar checkers, or content organizers). All content will be reviewed for accuracy and appropriateness.

**Instructor AI Use Disclosure:**
In preparing course materials for this class, I have used AI tools such as ChatGPT to assist with drafting assignment instructions, discussion prompts, and resource lists. All content has been carefully reviewed and edited by me to ensure accuracy and alignment with course objectives.

If you have questions about how AI tools were used in the preparation of any specific materials, please feel free to ask.

* **Student Use of AI:** You may be encouraged or required to experiment with certain AI tools as part of class assignments. When using AI in your work, you must clearly acknowledge which tools you used and how you used them.

***Example of a Student AI Disclosure Statement***

***AI Use Disclosure:*** *For this assignment, I used ChatGPT to help brainstorm topic ideas and to generate a draft outline. I reviewed and edited all content myself. No AI-generated text was copied directly into my final submission.*

* **Academic Integrity:** Any use of AI must comply with the university’s academic integrity policy. Submitting AI-generated work as your own without disclosure is considered academic misconduct. Always credit your sources, including AI tools.
* **Privacy Notice:** Be mindful that some AI tools may collect data. Use only approved platforms for coursework, and avoid sharing sensitive personal information with AI systems.

If you have questions about using AI in this course, please ask your instructor. Our goal is to help you learn how to use AI thoughtfully, ethically, and responsibly—skills that are increasingly important in today’s workplace.

**Accommodations (Special Arrangements)**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course.

You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member before implementation in each class.

Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect their privacy.

For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

**Federal Regulation for F-1 Students taking Distance Education Courses**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student’s course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student’s full course of study requirement.

University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.