

ART: 1301.01/0.02 Honors Art Appreciation

Instructor: Rodriguez, Jesus

Classroom: Art 280/LAN 304

Class Time: 9:00 am – 10:20 am & 2:00pm - 3:20 pm

Office Hours: Thursdays 1-3pm by Zoom

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Course Description

Whether we know it or not, we are all making judgments about works of art all the time. We give suggestions for what to watch on Netflix, we go to museums and fall in love with certain paintings, we like to argue about which album from X artist represents their best work, when we don't like something, we sometimes say "well, that's not real art!", and so on.

In this class we are going to take a step back and ask some perennial and contestable questions about our everyday judgments concerning art. First and foremost, we will spend several weeks asking ourselves "what is art to begin with?" This is no easy question to answer, and we will critically analyze several possible attempts to define art. Second, we will ask ourselves "how does one judge or evaluate a work of art?" In other words, is it all relative (beauty is in the eye of the beholder!) or are there criteria we can use to judge a work of art? Is so, what is the criteria and who decides? Finally, we will end the class by turning our attention to non-Western material culture in order to understand how its status as art or artifact is deeply political and economic. This, in turn, asks how Western audiences ought to "appreciate" such objects.

Goals

- 1) To critically examine our assumptions concerning the nature of art
- 2) To understand how assumptions concerning what art is impact how and what we come to appreciate about certain objects
- 3) Problematicize the use of the term "art" when applied to non-Western material culture
- 4) Develop familiarity with key texts, ideas, and authors writing in the tradition of art criticism, and aesthetic.

Art Analysis 10%

You will have the opportunity to visit a work of art in person. You will perform an analysis of that work, demonstrating your mastery of the information and skills taught in this class. Your The analysis will address its materials, visual elements, and principles of design. You will Compare the work to works in the textbook. You will take pictures and include them in the assignment.

Art Presentation 10%

In groups of three, choose a style, movement, or school from Dempsey's text and give a presentation to the class. The presentation should last 20 minutes (with 10 additional minutes for

questions). The following elements ought to be included:

1. What makes the style, movement, or school unique and significant
2. Select one representative artist with several exemplary images of their work that embodies the key features of the style, movement, or school
3. Utilize Berger's theory to examine the social, political, and economic factors that contributed to our understanding of the style, movement, or school as "art." In addition, choose one of the other three theorists (Bell, Collingswood, or Dickie) and ask how they would come to understand the style, movement, or school as "art" (or not art!).

For this assignment, you will present with your partners in front of the class. You will also need to turn in a written script for the presentation via Canvas, the day of your presentation. The script

can be in outline form, rather than a formal, analytic paper, yet it must be proofread, organized, and grammatically correct. It should also include references (APA style) for all texts that were consulted in the creation of the presentation.

Exams (30%)

Mid-Term 15%, Final Exam 15%

The exams will contain questions from the following lectures, readings, students' notes and textbook, (PowerPoints), The Textbook titled "Artforms 12E by Duane Preble, Sarah, Patick L. Frank.

Repatriation (30%)

Read the following article on a current repatriation case:

<https://www.atlasobscura.com/articles/moctezuma-headaddress-mexico-austria>

Critically evaluate the situation in a 5 page position paper (double-spaced, 12pt. font, APA citation style). In the essay, outline (a) the central cultural and political issues concerning the "ownership" and repatriation of indigenous material culture (incorporate at least one direct citation from the readings covered in part three of this course), (b) how the central cultural and political issues concerning "ownership" and repatriation manifest

in the current dispute between the Vienne museum and Mexico , and (b) what would you suggest to resolve the issue of repatriation.

Participation (20%)

See the participation rubric on Canvas for more details. Absences will be excused if they are accompanied by an official notification from a doctor or from the university. Any absence without Accompanied documentation will result in the lowering of the final participation grade by a full grade point (e.g., an A will decrease to a B and so forth).

Attendance Policy

1. Instructor's Class Requirements, regardless of the cause of the absence. The student must discuss such work with the instructor and should do so immediately on returning to school. Communication between the student and instructor is crucial, and it is the student's responsibility to initiate this communication. If students do not appear at the prearranged time or meet the prescribed deadline for makeup work, they forfeit their rights to further makeup of that work. Students who stop attending class for any reason should contact the instructor and the Registrar's Office to withdraw from the class officially. Failure to officially withdraw may result in a failing grade for the course.
2. A student in an on-campus course who misses a cumulative 15 percent of the class meetings and does not keep up with the course assignments may be dropped at the instructor's discretion.
3. Students who miss more than three classes will have their grades drop by one letter grade. If a student misses more than four classes, they have failed the course for the semester due to Unexcused Absences.
4. Students who miss a class due to an unforeseen circumstance must present documentation and contact the professor within 48 hours to report an unexcused absence. After 48 hours, it will not be considered.
5. Due to the end of the semester. There will be no further changes for all grades and absences of Sections #6, #9, and #10. ***An example is when a student misses four absences and fails to present the necessary documentation to excuse the absences.***
6. If the student fails to sign in, there will be a sign-in sheet for attendance or sign in with a code on Canvas. They will be marked absent. Be sure to double-check before submitting it. Sections 6 & 1
7. All absences are denoted as "unexcused".

8. In relation to late arrival or early departures from the class session, a student will be marked as **"unexcused absence" if the student arrives 15 minutes late**, departs early from the designated class time, or misses an exceptional amount of class time as determined by the faculty. Students will be extended two tardy days and will be recorded as absent for all future tardiness. Students who are habitually tardy (tardy more than twice) are not to enter the classroom as they negatively impact the Learning Environment. The student will be counted absent on the official roll and the absenteeism will count toward being dropped from this course.
9. It is the responsibility of the tardy student to meet with the professor at the end of the class, for which they are tardy, and request that the professor change the status to Tardy rather than Unexcused Absence. Students that miss this opportunity during the same class date forfeit the opportunity

Late Policy

All work should be turned in on time according to the due date specified on the syllabus. For each day late, the grade will drop by 1/3 of a percentage point. Thus if an A paper is turned in one day late, then the grade will drop to an A- and so forth unless special permission by the university or a doctor is provided.

Grades Table

Assignments (20%)	99 – 90, A
Participation (20%)	89 – 80, B
Repatriation (30%)	79 – 70, C
Exams 30%	69 – 67, D
	66 – Below, F
Total 100 %	

I do not round up on the final grade, but there is extra credit.

Required Textbook

(Revel Prebles' Artforms, 12E by Duane Preble, Sarah, Patrick L. Frank)

Required Tech

- Digital camera/smart phone
- Laptop/iPad

Other Requirements

- Scantrons two, From 882-E
- PowerPoint/Google slides

- #2 Pencil, 1
- Notebook, 1
- Microsoft Word/Google Docs
- Canvas

UNT Policies

COVID-19 Impact on Attendance

While attendance is expected (see above), it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (Links to an external site.)

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class.

For additional information see the ODA website (<https://disability.unt.edu/>).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race,

color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public

Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (noreply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus.

The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of

Students

Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

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 (<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.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and

email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions.

Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class,

or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center

(<https://studentaffairs.unt.edu/student-health-andwellness-center>)

- Counseling and Testing Services

(<https://studentaffairs.unt.edu/counseling-and-testingservices>)

- UNT Care Team (<https://studentaffairs.unt.edu/care>)

- UNT Psychiatric Services

(<https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry>)

- Individual Counseling

(<https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like

your name, and can be shared with a name when making an introduction, both virtually and inperson. Just as we ask and don't assume someone's name, we should also ask and not assume

someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- o What are pronouns and why are they important?
- o How do I use pronouns?
- o How do I share my pronouns?
- o How do I ask for another person's pronouns?
- o How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services
(<https://studentaffairs.unt.edu/counseling-and-testingservices>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)
- Academic Support Services
- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)

Schedule

Fall Semester Schedule 2025

Week 1,

The Nature of Arts and Creativity, Chapter #1,
The Purposes and Functions of Arts, Chapter 2,

Week 2

The Visual Elements, Chapter #3
The Principles of Design # 4

Week 3

*Evaluating Art, Chapter #5, **Art Analysis Due***
Drawing, Chapter #6

Week 4

Painting, Chapter # 7
Printmaking, Chapter # 8

Week 5

Photography, Chapter # 9
 Design Disciplines, Chapter 11

Week 6

Sculpture, Chapter # 12
 Craft Media in Useful Objects, Chapter 13

Week 7

From the Earliest Art to the Bronze Age, Chapter 15
Exam Day, Chapters 1 – 15, Oct 1, 2025, Mid-Term

Week 8

The Classical and Medieval West, Chapter 16
Renaissance and Baroque Europe, Chapter 17

Week 9

Traditional Arts of Asia, Chapter 18
The Islamic World, Chapter 19

Week 10

Africa, Oceania and the Americas, Chapter 20
Repatriation, <https://www.atlasobscura.com/articles/moctezuma-headaddress-mexico-austria>

Week 11,

Late Eighteenth and Nineteenth Centuries, Chapter 21
Early Twentieth Century, Chapter 22

Week 12,

Between World Wars, Chapter 23
Post War Modern Movements, Chapter 24

Week 13,

Postwar Modernity and Global Art, Chapter 25
Presentation,

Week 14,

Presentation 11/19/25
Thanksgiving Week

Week 15,

Essay Repatriation, Due
Final Exam, Chapters 16 – 25

Academic Integrity Guidance on GenAI

Spring 2025 Introduction and Overview Generative Artificial Intelligence (GenAI) refers to software systems and platforms that create new content, such as text, images, audio or video

using generative models. These models identify patterns from large datasets, enabling them to generate data in response to specific prompts, which in many ways can resemble human-created content. At the University of North Texas, we value creativity and aim for all members of our community to thrive in an ever-changing world. In line with these values, it is critical that we prepare our academic community to embrace AI literacy by intentionally incorporating the use of GenAI into relevant learning experiences. The following guide is intended to support faculty in creatively exploring the benefits of GenAI in the teaching and learning process, while mitigating inappropriate or detrimental use of GenAI, such as students' reliance on automated content without critical engagement. The guide outlines:

- Setting clear policies and expectations

- Academic integrity policy guidance and sample syllabi language
- Expanding GenAI knowledge and skills

Setting Clear Policies and Expectations The emergence of GenAI has been rapid, and we understand adapting to this change can feel overwhelming. Given GenAI's evolving nature in academia, it is imperative that we establish clear expectations to leverage GenAI effectively and revisit those expectations often. We believe students' understanding of GenAI expectations is, at least in part, dependent upon the specificity and clarity of course, departmental, and individual assignment policies. We encourage faculty to explicitly address GenAI in their individual course policies and various learning experiences as we start the spring semester, effective Fall 2025: All course syllabi should include clear guidance as to what use of GenAI is or is not authorized and in what way.

Faculty are encouraged to operate with consensus regarding the use and application of GenAI within their department/program as appropriate. While courses may vary in terms of GenAI use and expectations, these should align with any department-level guidelines. At a minimum, faculty should:

- Define GenAI and encourage conversations about responsible use within their department and with students.

- Address how GenAI can or cannot be incorporated into coursework with students.

- Provide clear guidance on what is permissible and what is not, such as specifying which GenAI tools can be used, and which tasks should be completed independently.

- Publish this information in each course syllabus, and when appropriate, in assignment instructions.

- Identify the penalties for unauthorized use of GenAI. Adopting common language and using it consistently supports UNT students in understanding the high standards expected of them. Faculty are encouraged to adopt one of the following approaches to their course policies.

Permitted Use In this course, the use of GenAI tools is generally welcomed and even encouraged (or required) when cited appropriately, provided the final product reflects the student's creative input and decision-making.

Limited Use In this course, the use of GenAI tools is limited as directed by the instructor. Any additional use requires explicit permission, proper

citation, and authentic student work. Prohibited Use In this course, the use of GenAI tools is not permissible. No matter the approach, any attempt to represent GenAI output as a student's own work will be considered fabrication, cheating, and/or academic dishonesty as determined on a case-by-case basis.

1 Artificial Intelligence and Academic Integrity Given the evolving nature of GenAI technologies and the limitations of detection tools, a detection report alone (such as one from Turnitin²) is not sufficient evidence for a violation of the university's academic integrity policy. To ensure GenAI detection tools avoid bias and are fair, ethical and respectful to all individuals, consider additional evidence and independent verification for determining whether a student has violated the academic integrity policy prior to submitting a violation report. Approaches to Verification While the following verification approaches may help identify GenAI use, faculty are encouraged to tailor these methods to their unique teaching styles and the specific context of each situation.

- Meet with student in person or virtually to discuss why you suspect GenAI use and ask them to clarify how the assignment was completed.
- Provide an opportunity to complete a proctored, in-person version of a similar assignment to demonstrate a student's ability to perform comparably.
- Review previous work for writing, design, creative, or coding styles, or other field-specific work that can help identify inconsistencies.
- Identify erroneous or incorrect information, citations or sources.

An issue with Learning Language Models (LLMs) is their ability to generate fictitious text. 1 Note: Tools such as Grammarly or other comparable systems employing predictive text do so by utilizing GenAI. As such, please ensure you include clear guidelines as to the permissible use of these tools within your expectations. 2 The availability of Turnitin's GenAI detection tool to UNT faculty is not an endorsement of the tool's accuracy. Per Turnitin's own guidelines (as of July 16, 2024): "Our AI writing detection model may not always be accurate (it may misidentify both human and AI-generated text) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

" See Turnitin. sources by merging real author names with real paper titles and/or journals, creating seemingly legitimate references that do not actually exist. • Highlight factual errors in the submission that may indicate GenAI content. • Detect language within the text that indicates GenAI use, such as hallucinations or self-references to being an LLM. Responses to Violations When considering a response to unauthorized use of GenAI, the consequence should align with the nature of the violation and the developmental goals of the program and course. Example responses: • Issue a warning about inappropriate use of GenAI and the importance of adhering to academic integrity policies. • Allow the student to resubmit parts or the entirety of the assignment for partial credit. • Reduce points on the assignment based on the severity of the violation. • Adjust the course grade accordingly if multiple violations occur. • Verified violations of the academic integrity policy according to your course syllabi should be promptly reported to the Academic Integrity Office for further review. UNT acknowledges that monitoring GenAI use can be challenging, and faculty are not alone in this effort. Faculty who are uncertain about how to identify GenAI can connect with the UNT Writing Center and the Learning Center which can provide additional support for identification of common hallmarks of GenAI content. Faculty may

also consult with Jae Webb, Academic Integrity Officer and Clinical Assistant Professor, G. Brint Ryan College of Business, regarding the application of the university academic integrity policy as it relates to GenAI. Professor Webb can be reached at: Jae.Webb@unt.edu). Examples of Syllabi Language Below are examples of syllabi language for courses where students are required to submit work for a grade, reflecting the approaches to GenAI acceptance course policies.

Permitted Use In this course, you are encouraged to use Generative AI (GenAI) tools such as [insert tool(s) here, e.g., Claude, ChatGPT, Gemini] to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, your critical thinking or our course materials. If something seems unclear, please seek clarification. I use GenAI to [insert action(s) here, e.g., enhance materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, analyze performance]. I will always disclose how I use GenAI, and I expect the same from you. In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university policy. **Limited Use** Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce. I use GenAI to [insert action(s) here, e.g., enhance materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, analyze performance]. I will always disclose how I use GenAI, and I expect the same from you. In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

Prohibited Use In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like [insert tool(s) here, e.g., Claude, ChatGPT, and Gemini] is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the

Student Academic Integrity policy. Additionally, tools like [insert tool(s) here, e.g. Grammarly, spellcheck, predictive text, speech-to-text, and translation tools] are not allowed as they blur authorship and misrepresent your independent work. All work must be your own. Expanding

GenAI Knowledge and Skills

Faculty are encouraged to explore the Division of Digital Strategy and Innovations' AI Resource Hub and free AI microcredential, How You Can Use AI. The Hub is a collection of carefully selected resources designed to support the UNT community in navigating the rapidly changing landscape of GenAI in higher education.

The How You Can Use AI program is available to faculty, staff, and students, providing critical skills for using GenAI responsibly and effectively. Participants will gain insights into ethical considerations, the distinction between appropriate and inappropriate uses of GenAI, and practical strategies for leveraging these tools to enhance academic success.

Upon completing How You Can Use AI, participants will be able to:

- Understand how academic integrity policies apply to GenAI usage.
- Identify appropriate sources of information for developing course-specific GenAI policies.
- Apply basic principles of prompt engineering to improve the quality of GenAI interactions.
- Integrate GenAI tools to enhance and contextualize learning.