



Course Information

INST 4850 (001) Generation Algorithm: Youth, AI, and the Future of Connection

Semester/Term: Fall 2025

Credit Hours: 3

Instruction Mode: Face-to-face

Meeting Days/Time/Location: Monday & Wednesday/9:00am – 10:20pm/GAB 310

Instructor Information

Instructor: Dr. Sing Hui Lee (She/Her/Hers)

Office Building & Room Number: Wooten Hall

Email: Singhui.Lee@unt.edu

Office Day/Hours: Tuesday/10:00 am – 11:30 pm (or by appointment)

Course Description

This interdisciplinary course explores the expanding field of generative artificial intelligence (AI) with a specific focus on its impact on youth, interpersonal connections, and the changing landscape of human interaction. Through hands-on projects, community dialogues, and case studies, let us delve deeper to understand how generative AI is transforming communication, interaction, creativity, identity, and community among young people, and how it is shaping and redefining the future of human connection.

Communication and Announcements

- Please use your UNT email account to contact the instructor and to schedule appointments.
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day (24 hours), please email me again. I appreciate your patience and understanding.
- Check your Canvas regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are very welcome to come by my office during office hours or email me to schedule a time that works best for you.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: [Student Guide to Canvas](https://community.canvaslms.com/t5/Student-Guide/tkb-p/student).
(<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>)

Course Learning Objectives

- **Fundamental understanding:** Critically analyze and evaluate the multifaceted impacts of generative AI on youth, social structures, communication patterns, and culture.
- **Ethical reasoning:** Identify, engage, and propose informed solutions for the ethical dilemmas and societal transformation posed by AI.
- **Ethical and responsible AI users:** Developing effective and responsible AI usage skills.
- **Critical engagement:** Interpret AI-generated contents, learning how to distinguish authentic from generated content, and critically assessing its implications.

- **Applied knowledge:** Apply knowledge through hands-on engagement with generative AI tools, such as content creation to demonstrate digital proficiency or analytical skills.
- **Future farsightedness:** Explore and envision the future of human connection and interaction in a world shaped by AI, considering opportunities and risks. AI presents.
- **Communication:** Appreciate, accept, and value diverse perspectives from members of the learning community through effective written, oral, and visual formats.

Key Transferable Skills

- Critical thinking and analysis
- Ethical reasoning and decision-making
- Digital literacy and proficiency
- Creativity and innovation
- Research and information synthesis
- Problem-solving
- Collaboration (teamwork)
- Communication (written, oral, visual)
- Lifelong learning
- Career readiness

Course Readings

Course Materials:

- Course materials will be assigned for all modules and available electronically to learners on Canvas.

Course Assessments and Grading

Grading	Course Requirements	Summary Description
20%	Engagement & Participation	Learners will actively engage and contribute to class discussions and interactive activities. <i>(Please see below for further details)</i>
20%	Module Reflection (4x5%)	Learners will complete 4 analytical reflections on the course modules. <i>(Please see below for further details)</i>
20%	AI-Powered Career Navigator (CareerAide)	Learners will use AI tools for personal career development. <i>(Please see below for further details)</i>
40%	Generative AI Showcase Project	Learners will collaborate on a chosen project in small groups of 4-5 students, culminating in a presentation at the end of the semester. <i>(Please see below for further details)</i>

Course Assignments

Engagement & Participation (20%)

This course assessment component goes beyond regular class attendance. Learners will contribute to class discussions and interactive activities with insightful comments, thoughtful questions, and respectful class interactions. (Please refer to the “Student Attendance and Authorized Absences” section on pages 8-9 for more information about class attendance and absences.)

Students will pick **ONE module** (Modules 2, 3, 4, or 5) and work in pairs or groups to lead the class discussion for the chosen module.

Module Reflection (20%)

Learners will submit four short analytical reflections (4 x 5%) based on specific prompts related to the modules. These reflections aim to allow learners to deepen their understanding of how AI impacts and intersects with youth, connection, and society.

Objectives:

- Foster a connection between knowledge and the impact of AI on youth, societal connections, and society.
- Foster personal reflection and critical engagement with course materials.
- Foster analytical and written communication skills.
- Identify significant learning experiences.

Instructions:

- For each reflection, respond to **ONE** question by critically analyzing the impact of AI on youth, societal connections, and/or society.
- In your reflection, draw upon course materials, lectures, and credible external sources to support your arguments and explore the nuances, ethical dilemmas, and societal implications.

Format:

- Your reflection paper should be between **400-700 words (half a page – one page)**.
- You may also submit a video or audio file if you prefer by uploading a video file or recording.

The module reflection will be assessed using the following rubric:

Criteria	Score
Completeness & Understanding: Addresses the provided prompt thoroughly and thoughtfully, demonstrating a solid understanding of the module or assigned materials.	30%
Depth of Reflection & Critical Thinking: Offers insightful and original reflection. Connects ideas and offers thoughtful critical analysis.	35%
Clarity and Cohesion: Responses are clear, well-organized, and ideas flow logically.	35%
	Total: 100%

AI-Powered Career Navigator: CareerAide (20%)

This assignment allows learners to explore how AI can be an aide for career competitive advantage and foster understanding of the ethical implications of using AI in the job application process.

Objective:

- Using AI tools to:
 - *Analyze job descriptions*
 - *Identify key job requirements*
 - *Refine and modify existing resume to tailor to the selected jobs of interest*
- Foster understanding of how AI influences the future of recruitment and career development.
- Evaluate the effectiveness of AI-generated content in meeting the job descriptions.
- Reflect critically on the ethical implications of using AI in the job application process.

Instructions (please refer to the class handout for more information and detailed instructions):

- Explore real job advertisements (LinkedIn, Indeed, company career/HR pages)

- Select 5-6 potential jobs of interest
- Select one generative AI tool to customize and tailor an existing resume to the selected jobs
- Write a report **(2-3 pages)**:
 - *Documenting your AI job application process.*
 - *Analyzing the effectiveness of the AI tool and the quality of the AI-generated content.*
 - *Reflecting on the ethical implications of using the AI tool and the impact of AI on the future of the job application process.*

This assignment will be assessed using the following rubric:

Criteria	Score
Job Selection & Existing Resume: Demonstrates a diverse selection of 5-6 jobs highly relevant to interests and the existing resume.	30%
AI Customization & Relevance: AI usage is clear, appropriate, and effective in achieving the outputs.	35%
Critical & Insightful Reflection: Insightful and critical analysis of the use of AI, ethics, and future impact.	35%
	Total: 100%

Generative AI Showcase Project (40%)

This group project is the capstone experience of the course, where learners dive deep into their chosen AI topic, demonstrating their understanding, knowledge, skills, and innovative ideas.

Objective:

- Demonstrate application of knowledge.
- Foster in-depth analysis and research using credible sources.
- Foster ethical and responsible use of AI.
- Build skills in organization and presentation of ideas and information.
- Develop career-ready skills:
 - *Critical thinking*
 - *Problem-solving*
 - *Project management*
 - *Creative expression*
 - *Effective communication*
 - *Leadership*
 - *Teamwork*

Instructions (please refer to the class handout for more information and detailed instructions):

- Working in small groups (4-5 students), choose one AI topic for the project.
- Work on the group project throughout the semester (4 phases).
- Deliver the group's presentation on Week 16.
- Submit the complete written report on Week 16 (last class meeting day).

This group project will be assessed using the following rubric:

Criteria	Score
Depth of Content: Demonstrate an excellent understanding of AI tools and their applications.	15%
Technical Engagement/Application: Demonstrates skilled use of AI tools and generates innovative and appropriate outputs (ideas).	20%
Research: Use extensive and credible sources to logically support analysis and arguments.	20%
Ethical & Societal Considerations: Demonstrates profound awareness of ethical and societal issues.	15%
Teamwork: Demonstrates exemplary collaboration and equitable division of work.	15%
Presentation: Demonstrates a well-prepared and engaging presentation.	15%
	Total: 100%

Submission of Assignments

Please submit all assignments on Canvas by their respective due dates. (**See the course schedule section and the separate class handout for the due dates.*)

Make-up Coursework or Late Work Submission

Only students with University-excused absences can submit make-up or late work unless you have communicated to the instructor of your extenuating circumstances, and we have arranged an extension for the assignment's due date(s). Please communicate with the instructor as soon as possible if you anticipate or think that you may not be able to meet the coursework's due dates.

The maximum extension would be ONE WEEK after the initial due date. Any assignment submitted **AFTER** the one-week extension will receive a **partial grade**.

Assignments submitted after the deadline will be subject to the following policy:

1. **Late submission policy:**

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

2. **Exceptions:**

- **University-excused absences:** If you have a university-excused absence, please provide official documentation within **48 hours** of the missed deadline. Refer to the UNT policy on the [university-excused absences](#) (PDF).
- **Pre-Arranged Extension:** If you anticipate an inability to meet a deadline due to extenuating circumstances, please **contact the course instructor as soon as possible** to discuss a potential extension.
- **Extension Limit:** The maximum extension granted is **one week** from the initial due date. After the extension, submissions of assignments will be subject to the "Late Submission policy".

Written Assignment Format

Please use the following format for **ALL written assignments:**

- Microsoft Word document or PDF
- Font size 12 point

- Font type/style: Times New Roman, Arial, or Calibri
- Double-spaced
- Align left or justify

Grading Scheme for University of North Texas

Grade	Scoring
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Course Policy on AI Tools

1) Use of AI Tools

In this course, AI tools (e.g., ChatGPT, Gemini, Claude, Perplexity AI, DALL-E) are permitted to complete all course assignments to align with the course learning objective of developing effective and responsible AI usage skills. When using AI tools to complete your assignments, follow the citation guidelines in the “AI Citation Guidelines” section and refer to the university policies on [academic honesty](#). To ensure accountability in using AI tools in your assignments, provide a brief explanation of how you used AI, as outlined in the “Reflection on AI Learning” section.

This course will not use AI detection tools to check your assignments, as they are [not reliable and does not have a solid track record](#). However, failure to cite AI use or provide the required explanation will be considered as violation of academic integrity and subject to review (*see the “Review” section below*).

2) AI Citation Guidelines

When citing AI-generated contents in your assignments, please use either the APA citation style or the MLA citation style.

APA Citation Style

- *In-text citation*: (Creator of AI tool, year)
 - Example: if using ChatGPT, cite it as (OpenAI, 2025)
- *Reference list*: AI tool creator. (year). *AI tool name in italics* (Month and day) [Large language model]. URL for the AI tool with link
 - Example: if using ChatGPT, cite it as:
 - OpenAI. (2025). *ChatGPT* (Feb 28 version) [Large language model]. <http://chat.openai.com/>

MLA Citation Style

- *General format for AI works cited*:
 - Brief description of work done by the AI tool. *Name of AI tool in italics*, Version if known, name of the company, date the AI-content was generated, URL to the general cite of the AI tool or specific content if available.
 - Example:
 - Instructions for making Korean Japchae. *ChatGPT*, OpenAI, 5 Feb. 2025, <https://chatgpt.com/share/67a37e7c-6594-8000-ae5e-65d1a0774a0d>.

Please refer to the APA AI citation style ([APA Citation Format for ChatGPT](#)) or the MLA AI citation style ([Cite Generative AI in MLA Style](#) or [MLA Citations for AI-Generated Content](#)) for guidance and

more information on how to properly cite AI use in your assignments. You may also refer to examples on how to cite AI use in your assignments by referring to the additional resources provided below.

Additional resources on how to cite AI-generated contents:

- [Purdue University](#)
- [University of Maryland](#)
- [University of Wisconsin Whitewater](#)

3) Reflection on AI Learning

If you are using AI tools to assist with your assignments, please include an “AI usage disclosure statement” to ensure academic integrity and transparency. Please include the following disclosure statement at the end of your work:

“I used (name of AI tool) to assist/help with (list the tasks that you used the AI tool for). I reviewed, modified, and verified my final work to ensure academic integrity, originality, and accuracy.”

Examples of tasks that you might seek assistance from an AI tool could include, but not limited to:

- Brainstorming ideas
- Generating outlines (essay, research papers, etc.)
- Proofreading
- Searching for information
- Summarizing text(s)
- Rewriting text(s)
- Translation
- Defining words
- Explaining idea(s), concept(s), theories, etc.
- Creating an image

Please disclose any AI-generated assistance you have used in your assignments. If you are not sure about how to use the AI tools, please visit me during office hours or schedule a meeting. I am happy to discuss it with you and guide you.

4) Review

AI can be a valuable tool in our learning journey, and transparency is essential in our learning process. I understand that navigating the use of AI tools in academic work can be challenging. My goal is to support you in using these AI tools responsibly and ethically. If you use AI tools in your assignments, please cite them and provide the required disclosure and explanation. This fosters trust, academic integrity, and a supportive academic environment. Additionally, it helps me to better understand your learning process and provide better feedback.

If a student’s work demonstrates the use of AI tools without proper citation or the misuse of AI tools that compromises academic integrity, the assignment may be subject to review. In such cases, I will reach out to the student for a conversation, and we can work on the best way to demonstrate the student’s understanding of using AI -generated contents properly. The student may be required to revise the assignment (either entirely or in specific areas) or complete an alternative assignment.

If you have any questions or concerns, I am happy to discuss them with you.

Support and Planning

One of my main goals is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working several jobs, or have other extenuating circumstances that are likely to impact your participation, performance, and attendance in class, **PLEASE feel comfortable to discuss this with me. I will not see it as asking for favors and will not see it as complaining.** I can support you best if I know your situation and circumstances beforehand.

If a problem or emergency arises that prevents you from attending an exam, completing an online quiz, submitting a written assignment, or attending class, **please contact the instructor immediately or at your earliest convenience.**

I hope to support you and work together with you in advance on any alternative arrangements you may need, rather than finding out after the fact that you needed them. I understand that some learners may have complications. I hope we can address and resolve the complication(s) together.

All information will be held in strict confidence.

Academic Integrity Policy

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. 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. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Students may access and read more about The University's Student Academic Integrity from the [Student Academic Integrity](#) (PDF).

Student Attendance and Authorized Absences

Please arrive at class on time. As the course is built around interaction and dialogue, attendance is critical. The University of North Texas recognizes that student success is promoted by regular attendance and participation in class. When you miss classes, your grades will be affected. An absence is excused when due to serious illness, religious observance, participation in University of North Texas activities at the request of University of North Texas authorities, or compelling/extenuating circumstances beyond your control. When you miss class, please take note that it is your responsibility to arrange to make up the day's work. Please approach the instructor about your absence and inquire about ways of making it up. Students may access and read more about The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#) (PDF).

Attendance penalty structure

1) Allowed absences

- Students are permitted **2 unexcused absences** without a grade penalty.
- Each additional unexcused absence will result in a 2% reduction of the total engagement and participation grade (20%).

2) Calculation

- 3rd unexcused absence: -2% from the participation grade
- 4th unexcused absence: -4% from participation grade

- 5th unexcused absence: -6% from participation grade
- 3) Maximum penalty
- The maximum penalty is 10% of the participation grade.
 - Students with **more than 5 unexcused absences will receive 0% for course participation.**
- 4) Excused absences
- Documented medical, emergency, or official academic reasons will not count toward the penalty.
 - Authorized absences by The University of North Texas (access The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#)).
 - Students must provide official documentation within **ONE week** of the absence.

Emergency Notification and 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. Therefore, the academic calendar is subject to change.

Students may access and read more about The University's Emergency Notifications and Procedures from the [UNT Emergency Notifications and Procedures](#) (PDF).

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. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the [UNT Student Code of Conduct](#) (PDF).

Withdrawal Policy

The Dean of Students Office is committed to helping you if you should ever intend to withdraw from a semester (drop ALL courses). If you wish to withdraw you must **do so in person at the Dean of Students Office (Sage Hall 110) during office hours**. This is a "one stop shop" for the withdrawal process. Students may only withdraw from the first day of class until the official last day to withdraw as indicated in the academic calendar. You may find the **Fall 2025 Academic Calendar** here: [UNT 2025 Fall Semester Academic Calendar](#) (PDF).

You must visit the [Dean of Students Office](#) to obtain the official University Withdrawal Form and meet with a staff member. The meeting will ensure you are informed of any obligations you may have with the University or items you may need to fulfill upon returning to UNT. Students will also receive Financial Aid Exit counseling (as applicable). This will allow UNT to better understand the reasons why students leave to improve our University and its services. Students may access and find more information regarding withdrawal at [UNT Student Withdrawal Policies](#) (website).

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. For additional information, students may access the [UNT Policy 04.008 Records Management and Retention](#) (PDF).

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's [Dean of Students' website](https://studentaffairs.unt.edu/dean-of-students/) (website <https://studentaffairs.unt.edu/dean-of-students/>) offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. You can also call the Dean of Students' office at 940-565-2648. They are here to help.

Non-Discrimination Policy

The University of North Texas 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.

Equal Opportunity and Title IX coordinates and monitors the University's compliance with the requirements of federal and state non-discrimination laws. Direct questions or concerns to Equal Opportunity and Title IX at 940-565-2759, (phone) TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by emailing them at oeo@unt.edu.

ADA/ODA Accommodation Policy

The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines.

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 you with an accommodation letter. It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course. You 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 Office of Disability Accommodation (website <http://disability.unt.edu/>). You may also contact them by phone at 940-565-4323.

SPOT Evaluation

The Student Perspective of Teaching (SPOT) is a requirement for all organized classes at UNT. This survey, which will be available to students sometime during weeks 13, 14, and 15 of the long semesters, provides students with the opportunity to evaluate the course and comment on how this class is taught.

Students will receive an email from "UNT SPOT Course Evaluations via IA System Notification" (no-reply@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.

Your feedback and comments are very important to the continued success of this course and in improving my teaching skills. I value your feedback greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center (website) is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Be sure to check them out.

2) UNT Writing Lab

Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper? Visit the website UNT Writing Lab Resources (<https://writingcenter.unt.edu/resources>).

- On-campus and want to attend a workshop to improve your writing skills? Visit the website UNT Writing Lab Workshops. (<https://writingcenter.unt.edu/workshops>).
- Off-campus and struggling with academic paper writing? Check out their online tutoring link : (<https://writingcenter.unt.edu/online-tutoring>).

3) Technical Assistance

If you experience technical difficulties with Canvas or other technology issues, you may contact the UNT Student IT HelpDesk through any of the following methods:

- a) Student help desk website at UNT Information Technology Help Desk (<https://aits.unt.edu/support/>)
- b) Email them at helpdesk@unt.edu
- c) Call them at 940-565-2324
- d) Walk-in location at Sage Hall, Room 330 (walk-in hours: Monday-Friday, 8am – 5pm)
- e) Support hours:

- i. Monday-Thursday, 8am – 9pm
- ii. Friday, 8am – 5pm
- iii. Saturday-Sunday, 11am – 3pm

4) Veteran Students

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization and several other student veteran campus resources. Please visit the Student Veteran campus resources (website) for more information.

5) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources at the [Student Resources](http://deanofstudents.unt.edu/resources) (website).

(<http://deanofstudents.unt.edu/resources>)

6) Basic Needs

You can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support at 940-565-2648. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You are not alone; we are here to help.

7) The UNT Food Pantry

Any current UNT student in need can visit the **Food Pantry 10am-7pm Monday-Thursday and 10am-5pm on Fridays during the long semesters**. Student can get in through the front door of Crumley Hall, or through the back near the docks. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the **Discovery Park in Room A160 next to the College of Engineering- Office of the Dean, which is open Mon-Fri 8am-5pm**. There is also a Food Pantry located at **UNT's New College at Frisco**, which can be accessed by visiting the information desk.

Syllabus Change Policy

Unexpected circumstances may make it necessary to change the syllabus or course schedule. The instructor may make changes to the syllabus in anyway deemed appropriate. **Changes made to the syllabus will be announced on Canvas.**

Course Schedule

Week	Date	Course Modules	Assignments & Due Dates
1	Aug 18 & 20	<p><u>Aug 18: Meet & Greet!</u></p> <ul style="list-style-type: none"> Course overview Review of syllabus What happens when our computers get smarter than we are? (<i>Watch this TED Talk for our AUG 20 class</i>) <p><u>Aug 20: Community Dialogue</u></p> <ul style="list-style-type: none"> What happens when our computers get smarter than we are? (TED Talk) 	

Module 1: Understanding AI and Generative AI

Week	Date	Course Modules	Assignments & Due Dates
2	Aug 25 & 27	<u>Aug 25: Foundations of AI</u> <ul style="list-style-type: none"> The History of AI (University of Washington) Chapter 1 (Russell and Norvig, 2003) <u>Aug 27: Generative AI</u> <ul style="list-style-type: none"> What is Generative AI? (UN Office of Information and Communications Technology) A Primer on Generative AI (Kalota, 2024) 	Complete all readings for Aug 25 & 27 classes
3	Sept 1 & 3	<u>SEPT 1</u> <ul style="list-style-type: none"> Labor Day Holiday <u>SEPT 3: Prompt Engineering</u> <ul style="list-style-type: none"> Prompt engineering: overview and guide (Google Cloud) Prompt engineering guide (Analytics Vidhya) Review Module 1 Workshop on Generative AI Showcase project 	Complete all readings for SEPT 3 class

Module 2: Generative AI and Youth Culture

Week	Date	Course modules	Assignments & Due Dates
4	Sept 8 & 10	<u>SEPT 8: Social Media Algorithms (I)</u> <ul style="list-style-type: none"> What makes TikTok so Addictive? Does TikTok Addiction Exist? Your online life, permanent as a tattoo (TED Talk) <u>SEPT 10: Social Media Algorithms (II)</u> <ul style="list-style-type: none"> Generative AI is coming for our students Young People's Perception and Use of Generative AI 	Complete all readings for Sept 8 & 10 classes & the TED Talk video (Sept 8)
5	Sept 15 & 17	<u>SEPT 15: Digital Identity & Influencers</u> <ul style="list-style-type: none"> The Rise of Virtual Influencers and What It Means for Brands The Rise of Virtual Influencers to Disrupt the Influencer Marketing Industry Virtual vs. Human Influencers How social media makes us unsocial (TED Talk) <u>SEPT 17: Module 2 Review</u> <ul style="list-style-type: none"> Review Module 2 Teams work on the "Gen-AI Showcase" project 	Complete all readings & the TED Talk video for Sept 15 class

Module 3: AI and the Transformation of Connection

Week	Date	Course Modules	Assignments & Due Dates
6	Sept 22 & 24	<u>Sept 22 & 24: Workshops</u> <ul style="list-style-type: none"> Phase 1 of “Gen-AI Showcase” Project 	Module 2 Reflection due SEPT 21, Sunday, 11:59 pm on Canvas
7	Sept 29 & Oct 1	<u>Sept 29: AI Transforming & Reshaping Connections (I)</u> <ul style="list-style-type: none"> Can an AI Chatbot be Your Friend? The Rise of Chatbot “Friends” Friends for Sale: The Rise and Risks of AI Companions AI Friends are a Good Thing, Actually AI and the Trust Revolution <u>Oct 1: AI Transforming & Reshaping Connections (II)</u> <ul style="list-style-type: none"> Learners will apply their understanding and dialogues from Modules 1, 2, and 3 to a hands-on activity designing an “AI friend” challenge Suggested free chatbot builders: <ul style="list-style-type: none"> HubSpot Tidio Landbot Chatbase 	Complete all readings for Sept 29 class
8	Oct 6 & 8	<u>Oct 6: AI Chatbot, My Friend</u> <ul style="list-style-type: none"> Teams work on the “Gen-AI Showcase” project Teams work on designing the “AI friend” activity We’re building a dystopia just to make people click on ads (<i>Watch this TED Talk for our OCT 8 class</i>) <u>Oct 8: Module 3 Review</u> <ul style="list-style-type: none"> Review Module 3 Community dialogue on TED Talk Interaction and exploratory: Learners present their “AI friend” to the class and interact with each other’s chatbots. 	Phase 1 due OCT 5, Sunday, 11:59 pm on Canvas Watch the TED Talk for OCT 8 class
9	Oct 13 & 15	<u>Oct 13 & 15: Workshops</u> <ul style="list-style-type: none"> Phase 2 of “Gen-AI Showcase” Project 	Module 3 Reflection due OCT 12, Sunday, 11:59 pm on Canvas

Module 4: Generative AI and Creative Expression

Week	Date	Course Modules	Assignments & Due Dates
10	Oct 20 & 22	<p><u>Oct 20: AI Art Generators</u></p> <ul style="list-style-type: none"> Interaction and exploratory Exploring tools like: <ul style="list-style-type: none"> IMG2GO Magic Studio Craiyon NightCafe Artguru DeepAI <p><u>Oct 22: AI Music Generators</u></p> <ul style="list-style-type: none"> Interaction and exploratory Exploring tools like: <ul style="list-style-type: none"> Suno Riffusion MusicHero Singify Mubert AIMusicGen 	<p>Phase 2 due OCT 19, Sunday, 11:59 pm on Canvas</p>
11	Oct 27 & 29	<p><u>Oct 27: AI-Powered Career Navigator</u></p> <ul style="list-style-type: none"> Phase 3 of "Gen-AI Showcase" Project "Amazon CEO Says AI Will Lead to Smaller Workforce" (article) Can a computer write poetry? (<i>Watch this TED Talk for our OCT 29 class</i>) <p><u>Oct 29: Module 4 Review</u></p> <ul style="list-style-type: none"> Review Module 4 Community dialogue on TED Talk and the "Amazon CEO" article Workshop on the "CareerAide" assignment <ul style="list-style-type: none"> <i>Learners leverage generative AI tools for career development and work on the "CareerAide" assignment</i> 	<p>Complete the reading (Amazon CEO Says AI Will Lead to Smaller Workforce) for Oct 29 class</p>

Module 5: Ethics and The Future

Week	Date	Course Modules	Assignments & Due Dates
12	Nov 3 & 5	<p><u>Nov 3: Misinformation & Disinformation</u></p> <ul style="list-style-type: none"> How AI can help stop the spread of misinformation Disinformation and Misinformation in the Age of Artificial Intelligence and the Metaverse 	<p>Complete all readings for Nov 3 & 5 classes</p>

		<ul style="list-style-type: none"> The rise of generative artificial intelligence and the threat of fake news and disinformation online: Perspectives from sexual medicine <u>Nov 5: Societal Well-being</u> <ul style="list-style-type: none"> Why our attention spans are shrinking Gen Z in 2025: navigating digital exhaustion in a digitally native world Digital Distraction and Its Impact on Your Health 	Module 4 Reflection due NOV 2, Sunday, 11:59 pm on Canvas
13	Nov 10 & 12	<u>Nov 10: AI Governance</u> <ul style="list-style-type: none"> How fake news does real harm (TED Talk) Don't fear intelligent machines. Work with them. (TED Talk) <u>Nov 12: Module 5 Review</u> <ul style="list-style-type: none"> Review Module 5 (Before vs. After) Phase 4 of Gen-AI Showcase Project 	Phase 3 due NOV 9, Sunday, 11:59 pm on Canvas Watch the assigned 2 TED Talk videos for NOV 10 class
14	Nov 17 & 19	<u>Nov 17: Workshop</u> <ul style="list-style-type: none"> Phase 4 of "Gen-AI Showcase" Project <u>Nov 19: Workshop</u> <ul style="list-style-type: none"> Phase 4 of "Gen-AI Showcase" Project 	Module 5 Reflection due NOV 16, Sunday, 11:59 pm on Canvas
15	Nov 24 - 29	<ul style="list-style-type: none"> Thanksgiving Break! 	CareerAlde due NOV 23, Sunday, 11:59 pm on Canvas
16	Dec 1 & 3	<u>Dec 1: Project presentation</u> <ul style="list-style-type: none"> Class presentation of Generative AI Showcase projects <u>Dec 3: End of Term Social!</u> <ul style="list-style-type: none"> Course wrap up 	Gen-AI Showcase Project Report (Phase 4) due Dec 5, Friday at 11:59 pm on Canvas

AI Disclosure Statement

"I acknowledge the use of Gemini to assist in writing, revising, and refining the course syllabus."

Aryan Bhattacharya (AI/ML Developer)

Hey there! My name is Aryan Bhattacharya. I'm a high school researcher and AI/ML developer focused on the intersection of AI/ML and healthcare. I'm currently working on a speech-based AI model to detect Parkinson's Disease and I'm doing research at MIT. Dr. Lee and I first met at a research showcase and I'm super grateful for this opportunity to help with this course! My work can be found on my LinkedIn: <https://www.linkedin.com/in/aryan-bhattacharya/>.