EDUC 4340.060: Artificial Intelligence Tools in Society Course

A. Course Logistics
Term: Summer 7 Weeks, May 5, 2025 – June 21, 2025
Instructor: Dr. Woonhee Sung
Office Phone: (903) 565-7175
Office Address: BEP 243, School of Education, 3900 University Blvd. Tyler, TX 75799
Office Hours: Tuesdays and Thursdays 9:30 a.m.-11:00 a.m. and by appointment (virtual and in person). I'm here to assist you, so please reach out so we can find a time to ensure your success in this course. You can join through this Zoom link, phone, or in person.
Class time: Online
Email: wsung@uttyler.edu (Best way to contact)
Communication Policy: Students may email any time when a question arises. Please note for email messages, I typically respond within 24-48 hrs. Weekends may vary. Please indicate course title [EDUC4340] in the title line.
Last day to Withdraw: June 5th, 2025

B. Course Overview

This course provides an overview of artificial intelligence tools in society. The workforce expects graduates to be proficient practitioners of artificial intelligence resources and tools who can discuss the ethical, societal, and philosophical impact of using these tools. This course allows students to explore different tools and consider the contextual settings, circumstances, and ethical implications.

C. Student Learning Outcomes

After successfully completing this course, the BAAS student can:

- Explain the ethical, social, and philosophical implications of using artificial intelligence tools in the workforce.
- Demonstrate the ability to vet AI-generated outputs effectively.
- Craft a statement of ethical use of generative AI tools/resources.
- Analyze the effectiveness of generative AI tools on outcomes within contextual settings and/or circumstances.

D. Required Textbooks and Readings:

There is no required textbook for this course. We will use current articles and digital materials shared in this Canvas course as our primary texts.

APA Style Citation MLA
Style Citation Chicago
Style Citation

E. Grade Categories and Weights

In this course, you'll engage in the following categories of learning experiences.

- Quizzes: These are low-stakes and no-stakes (meaning you get credit for completing the quiz) opportunities to help you determine what you know and don't know. Quizzes will be noted as a no-stake completion or low-stake. Your quizzes count as 25% of your course grade.
- Discussion Boards: Your work in your small group discussion boards is 25% of your grade.
- Reflection Papers: Reflection is critical to learning. When we reflect, we combine the what, why, and how and connect to prior knowledge. Your reflective papers will count as 40% of your course grade.
- AI Statement and Framework: This assignment is 10% of your course grade.

Grading Scale

Assigned Grade	Criterion
A	90 - 100
B	80 - 89.9
C	70 - 79.9
D	60 - 69.9
F	below 60

F. Late Work and Make-Up Exams:

Late work can be submitted **up to 10 days after the due date**, except for the last 10 days of the semester (June 11th – June 21st). When you missed the due date, you will see zero in your grade book. When you submit late works within 10 days from the due date, no need to contact the instructor, but can go ahead and submit late works using the same assignment submission page. Then, the grade for late work will be updated within 3-5 days. The late assignments will have a 10-20% deduction for up to 10 days. If there is an extraordinary circumstance that you have discussed with me, or need to discuss, please email me. This policy applies to all assignments in this course.

G. Calendar of Topics, Readings, and Due Dates

Module	Dates	Class Topic	Readings & Explorations	Assignments & Critical Dates and Times
1	May 5th – May 11th	Introductions Overview of Syllabus Specifics about our Course What is Generative AI?	You are expected to complete the course content exploration within Canvas before midnight on Friday. The module contains text and videos.	Syllabus Quiz, Mix and Mingle Discussion, Reflection Due 8:00 a.m. on May 12th, Central time.
2	May 12th – May 18th	Considering AI's Broader Ethical, Societal, Philosophical, and Disciplinary Impacts	You are expected to complete the course content exploration within Canvas before midnight on Friday. The module contains text, videos, and AI tools.	Quiz, Discussion & Reflection, AI Statement and Framework Due May, 19th by 8:00 a.m. Central time.
3	May 19th – May 25th	Being an AI Practitioner with Integrity and Effectiveness • Integrity Issues • Writing Effective and Efficient Prompts • Evaluating the Appropriateness of AI- Generated Output	You are expected to complete the course content exploration within Canvas by midnight on Friday. The module contains text and videos and requires significant time using external AI tools.	Reflection Paper is due 5/26 by 8:00 a.m. Central time.
4	May 26th – June 1st	Exploring Generic AI Tools	You are expected to complete the course content exploration within Canvas before midnight on Friday. The module contains text and videos and requires significant time using external AI tools.	Discussion Board Post and Reflection Paper are due 6/2 by 8:00 a.m. Central time.

5	June 2nd – June 8th	AI Tools in Specific Disciplines	You are expected to complete the course content exploration within Canvas by midnight on Friday. The module contains text and requires significant time to explore external AI tools.	AI Tool Comparison and Reflection Assignment due 6/9 by 8:00 a.m. Central time. **The last day to withdraw from this course is June 5th, 2025.**
6	June 9th – June 15th	AI Tools and Algorithmic Bias	You are expected to complete the course content exploration within Canvas by midnight on Friday. The module contains text and requires significant time to explore external AI tools and Algorithmic Bias that could occur	Algorithmic Bias Quiz and Train AI activity due 6/16 by 8:00 a.m. Central time.
7	June 16th– June 21st	Reflect on Training Data Process and Activity	You are expected to complete the course content exploration within Canvas by midnight on **Thursday for the final week.**	<mark>**Final Reflection and quiz due June 21st, Thursday 2025 5 p.m. Central time.**</mark>

Note: This tentative schedule is subject to change as necessary. However, I pledge to adhere to it as much as possible. In the unlikely event of a prolonged university closing or an extended absence from the University, adjustments to the course schedule, deadlines, and/or assignments will be made based on the duration of the closing and the specific dates missed.

H. Course Structure

This is a 7-week online course that requires you to engage with me (the instructor), the course content, and your peers. I will open the course modules on Monday of each week. You will be required to sign up for a time to meet in a small group with me. This allows you to meet others in the class and me. Times will be spread across days and times. I know many of you work, and I'll try to find options that mesh with your schedule. This course will push you to be active in the learning process.

I. Tips for Success in this Course

1. Participate. You should engage deeply, ask questions, and discuss the course content with your peers. You can learn a great deal from discussing ideas and perspectives with your peers and me. Participation can also help you articulate your thoughts and hone

your critical thinking skills.

2. Manage your time wisely. I understand that we are all extremely busy. Therefore, it is best to carve out time to work on this course. As this is a 7-week course, you need to allocate approximately 8-10 hours per week to enable you to dive into the course content, participate in discussions with your colleagues in this course and me, and work on assignments.

3. Log in to our course regularly, at least 2 to 3 times a week. This will help you absorb information in smaller pieces, and you'll have more time for thinking, which is critical in this course, and working with different artificial intelligence tools.

4. Stay caught up. This course is only seven weeks long. If you get behind, it can be challenging to catch up, and it won't be a pleasant learning experience. Learning shouldn't and doesn't have to be painful.

5. Use Canvas notification settings. Let the features in Canvas help you with your time management. You can receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. (See the Canvas Notification Guide).

6. Communicate with me. Let me know if you need help or if something is happening in your life. Please do not wait until it is too late to recover. I want you to be successful in this course and to get to cheer for you at graduation!

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

 Access the Code of Ethics and Standard Practices for Texas Educators.