EDUC 4340.060: Artificial Intelligence Tools in Society Course

A. Course Logistics

Term: Summer2026, May 11, 2026 – June 27, 2026
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: May 26, 2026

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. Course Structure and Grade Categories

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

- Content Learning via Modules: Lecture videos, content, supplemental reading contents will all be uploaded under each module. You are expected to go through each week's module by Thursday afternoon, so that you can secure your time for working on projects/assignments/reflection/ and all other assignments. All the assignments are due on Mondays at 8 am. So please go through new contents until Thursday, and start working on your assignment for the rest of the week. This also allows you to contact me for any questions on the weekdays. I respond within 24-48 on Mon-Fri, and weekend may vary.
- 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. You can use your notes when completing the quiz. Your quizzes count as 25% of your course grade.
- The 'research pool participation' assignment worth 10 points. This assignment is 10% of your course grade. Research Pool Requirement (10 points) Students must fulfill a research pool requirement. This requirement can be satisfied in one of two ways: (1) volunteering for approved School of Education research studies or (2) completing alternative assignments that are equal in time and effort to the research opportunities. Detailed information (including options and deadlines) is available on Canvas.
- 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 17th -27th). 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. But your grade update can be delayed, because I have to manually check your late submission. 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	Assignments & Critical Dates and Times
1	May 11th	Introductions Overview of Syllabus Specifics about our Course What is Generative AI?	Syllabus Quiz, Mix and Mingle Discussion, Reflection Due May 18th 8:00 a.m. Central time.
2	May 18th	Considering AI's Broader Ethical, Societal, Philosophical, and Disciplinary Impacts	Quiz, Discussion & Reflection, AI Statement and Framework Due May 25th by 8:00 a.m. Central time.
3	May 25th	Being an AI Practitioner with Integrity and Effectiveness	Reflection Paper is due June 1 by 8:00 a.m. Central time. **The last day to withdraw from this course is May 26, 2026**
4	June 1	Exploring Generic AI Tools	Discussion Board Post and Reflection Paper are due June 8 by 8:00 a.m. Central time.
5	June 8	AI Tools in Specific Disciplines and Comparing Specific Vs Generic AI tools	AI Tool Comparison and Reflection Assignment due June 15 by 8:00 a.m. Central time.
6	June 15	AI Tools and Algorithmic Bias	Algorithmic Bias Quiz and Train AI activity due
7	June 22 (Last day of class: June 27th)	Training Data Practice Activity	**Final Reflection and quiz due**

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. 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!

J. Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course,

*Unless explicitly stated in the assignment guideline, you are not allowed to use Open AI to generate assignments including reflections, discussion postings,

essays, or other type or product. You can use Open AI to proofread your work or make revision. But you cannot ask Open AI to update your product following the rubric, because this will use rubric criteria as a keyword and basically rewrite/produce your responses/work. When you use Open AI, you need to cite AI tool properly (with due consideration for the quality of the reference, which may be poor).

*Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology
To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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 can be accessed here.

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/

University Guidelines, Links and Policies