

World, Text, and Image III

HNRS 2351.001 | Fall 2026

Instructor

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Office Hours

M/W 3:30-5:00pm

& by Appointment

Course Overview

This course will investigate artificial intelligence tools and their broad impact on society. The content of this course will provide a historical context for technological and cultural change as well as a lens to predict and estimate future impact. The people in this course will provide the ideas and perspectives which will contextualize the course content.

This is a competency-based education course. Students will leverage learning opportunities to demonstrate knowledge, skills, and abilities to demonstrate proficiency across five competencies.

Learning Objectives

- Identify epistemological characteristics of technology's impact on culture. [Analyze, evaluate, and judge ethical use of AI resources and their impacts]
- Construct thoughtful and appropriate critiques of AI development, progress, and impact. [Model and simulate systems using AI]
- Improve capacity to strategically utilize AI platforms and tools to advance personal and professional goals. [Direct, collaborate, and delegate with AI]
- Describe, compare, and analyze the capabilities, limitations, and evolving trajectory of current AI tools. [Map, design, and operationalize AI systems]
- Apply AI tools to specific tasks to enhance productivity and evaluate their effectiveness in meeting specific goals. [Prototype and deliver a useful software platform]

Materials

You may locate a used copy of these texts. Check Amazon or your favorite bookstore.

Required:

Postman, N. (1992). *Technopoly: The surrender of culture to technology*. ISBN: 978-0679745402

Device with Internet Access: Some of the ideas we'll cover in this class can be best explored through tools available on the internet.

Optional:

Haidt, J. (2025). *The anxious generation*. ISBN: 979-8217059201

University AI Policy

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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI Policy for This Course

You will use AI platforms (ChatGPT, Claude, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, **your ethical responsibilities as a student remain the same.** You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. We'll be transparent about AI use in pursuit of shared knowledge, skill building, and modeling ethical use.

Course Policies

Class Participation

Participation is measured by the amount of original thought and personal effort that you contribute to the course. In class discussions, presentations, and other synchronous activities your goal should be authenticity in your contribution – share your thoughts from your preparation and your experiences. Class discussion is where much of the evidence for Competency 1 (Direct, collaborate, and delegate with AI) is generated.

Attendance

This is a Socratic course which needs your input to be of the most value to you and your classmates. The adage “showing up is 90% of success” may be overestimating things a little, but spending time in the course and with your classmates is an important part of our success. While attendance is not scored on its own, it matters since a discussion you missed is evidence you cannot go back and produce.

Submissions

The ability to communicate ideas clearly and effectively is critical for your success after college. All work should be proofread for technical and grammatical errors. While the topics and ideas in this course are about artificial intelligence and culture, the work you submit should be your creative process and should be professional in its presentation.

Academic Integrity

Academic integrity is a crucial part of your higher education. If you are to develop your knowledge, skills, and abilities, you need to authentically participate in your education. In this course plagiarism and academic dishonesty will be defined by the following behaviors:

- Submitting someone else's work, or AI-generated content without proper attribution, as your own.
- Paraphrasing another person's or AI's work without crediting the source.
- Failing to cite or incorrectly citing direct quotes or paraphrased material.
- Collaborating with others but submitting the work as solely your own effort.
- Using generative AI tools without disclosing how they were used, or describing that use inaccurately.

Artificial intelligence tools can be useful for brainstorming, revising, or practicing concepts. However, using them in place of your own thinking undermines your learning. If you're unsure about using AI, ask before proceeding.

Class Citizenship

This is a college level course, and diversity of thought is encouraged. Consider beliefs and ideas different from your own. Use this opportunity to enhance your understanding and broaden your knowledge of other beliefs, ideas, and approaches. Conflict is part of this process. Healthy conflict is constructive, civil, and sensitive. Intentionally offending others in the class is not defensible and will not be tolerated. Unintentional offenses should be given the opportunity to reconcile the transgression.

Grading

Your work in this course is assessed against five competencies. The three sections below explain the levels each competency is scored on, how those levels combine into a course grade, and how to raise a level you are not satisfied with.

Competency	Focus
Competency 1	Direct, collaborate, and delegate with AI
Competency 2	Map, design, and operationalize AI systems
Competency 3	Prototype and deliver a useful software platform
Competency 4	Model and simulate systems using AI
Competency 5	Analyze, evaluate, and judge ethical use of AI resources and their impacts

Proficiency Scale

Each competency in this course is assessed on the same five-level scale. The levels describe what you can do, under what conditions, and how well you can account for your choices. You might sit at different levels in different competencies and those levels can move over the semester.

Level	Name	What It Looks Like
1	Novice	Can recognize and describe the practice but cannot yet perform it. Work reproduces examples or raw tool output. Cannot explain why one approach was chosen over another.
2	Emerging	Can perform on familiar, tightly scoped tasks with step-by-step guidance. Results are inconsistent and errors in output go uncaught. Can describe what was done, but not why.
3	Familiar	Performs reliably on familiar, well-defined tasks with minimal guidance. Catches obvious errors and recognizes the tool's stated limits. Explains the process clearly but justification reflects what was modeled in class.

Level	Name	What It Looks Like
4	Proficient	Performs independently on unfamiliar or ambiguous tasks. Anticipates issues and areas of uncertainty, verifies output against a source or standard, and changes approach when needed. Justifies choices with reasons tied to the specific context.
5	Mastery	Performs independently and transfers the practice to novel contexts producing work which holds up outside the classroom. Exercises judgment about when not to use AI. Critiques and improves their own approach without being prompted and can teach the practice to someone else.

How Competency Levels Become a Grade

Your course grade is set by your weakest competency, not by an average. A strong showing in one area does not offset a gap in another. The point of a competency framework is that each skill matters on its own.

Grade	Requirement
A	No competency below Level 4, and Level 5 in at least three competencies.
B	No competency below Level 4.
C	No competency below Level 3.
D	No competency below Level 2.
F	Any competency below Level 2, or any competency with no evidence submitted.

A competency with no evidence submitted is recorded as Not Demonstrated and is treated as below Level 2. You must submit work for all five competencies to pass the course.

Reassessment

Competency levels are provisional until the end of the term. What matters is the level you can demonstrate by the last week of class, not the level you happened to reach in September. If a piece of work lands below where you want it, you can revise and resubmit it.

How It Works

- Your recorded level for a competency is the highest level you have demonstrated — not an average of your attempts. A reassessed Level 5 counts as a Level 5.
- Each competency may be reassessed up to twice. Please request a reassessment within a week (7 days) of receiving feedback.
- A reassessment request includes the revised work plus a short note (a paragraph is plenty) naming what you changed and why.
- There must be an original attempt to have a reassessment. A blank or placeholder submission is not an attempt.
- The final day to submit any reassessment is the last day of instruction. I need time to read your work, and you need time to act on any feedback.

Late Work

Deadlines in this course exist so feedback arrives while it is still useful to you. Late work is not penalized with a lower level — a competency demonstrated in week 12 is demonstrated. What lateness costs you is the reassessment cycle: turn something in late and there may not be room left to revise it.

Course Schedule

Date	Topic	Deliverables DUE by 11:59pm
Aug 25	Generations	Preparation: Who we each are
Aug 27	Set the Tone	Game Plan #1
Sept 1	Imagineer	Preparation: AI Tool U
Sept 3	If I Only Had a Brain	Choose Wisely
Sept 8	SuperUnknown	Preparation: Thought Exercise
Sept 10	Standard Issue	The Regular Kind
Sept 15	Environment	Preparation: The Place to Be
Sept 17	Culture	Things like This [Competency 1 Due: artifact + essay]
Sept 22	Super Shoes	Preparation: Advantages
Sept 24	Wait, but Why	Social Change
Sept 29	Taxonomy and Limits	Preparation: Bloom Up
Oct 1	Make it Right	Significant Learning [Competency 2 Due: artifact + essay]
Oct 6	Amusing Times	Preparation: Chapter Intros
Oct 8	Compare and Contrast	Predictions
Oct 13	Amateur Hour	Preparation: Chapter Intros
Oct 15	Crowd Sourced	Good or Bad [Competency 3 Due: artifact + essay]
Oct 20	Fair Play	Preparation: Academic Systems
Oct 22	Boundaries	Building Systems
Oct 27	Skills Week	Preparation: Create and Refine
Oct 29	Skills Week	[Competency 4 Due: artifact + essay]
Nov 3	Presentations	Preparation: Create and Refine
Nov 5	Presentations	Essay: What Had Happened
Nov 10	The Long Tail	Preparation: Digital Commerce
Nov 12	I Know About Popular	Panning for Gold
Nov 17	Meanwhile, in 1953	Preparation: Popular Mechanics
Nov 19	Having a Plan	10 Years On [Competency 5 Due: artifact + essay]
Dec 1	The Bright Future	Preparation: Odin and the Apple
Dec 3	Unbelievable	That's Nothing, Listen to This [Last Date for Reassessment]
Dec 8	What Now?	Finally