Version 5

COM 2380: Collaboration with AI for Solving Social Problems: AI-Assisted Media Content Creation for Science/Public Communication

Quest 2

I. General Information

Class Meetings

- 2026 Spring
- In-Person Class:
  TUR 2328 Monday (11:45 a.m. -1:40 p.m.) and
  TUR 2334 Wednesday (12:50 p.m.-1:40 p.m.)

Instructor

- Won-Ki Moon, Ph.D.
- 2074 Weimer Hall
- Office Hour: Wednesday 12:00 -14:00 or via appointment
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Course Description

This course is centered around two pivotal questions in the realm of modern communication: "*How can we communicate effectively in a world with AI?"* and "*How can AI tools be utilized for effective communication and collaboration for better social decisions?"* It aims to explore both the positive potential and the challenges posed by AI in professional/science communication, fostering a balanced and critical understanding of these tools. Emphasizing its interdisciplinary nature, this course explores the impact of AI on social institutions, structures, and processes, highlighting the intersection between technology and social science.

Students will engage with key themes, principles, and methodologies used in social and behavioral sciences, applying them to understand and navigate the AI-influenced communication landscape. Projects and discussions in the course will focus on creating media content utilizing AI tools to help individuals and organizations solve social science issues. This approach will enable students to apply AI tools to professionally communicate with diverse stakeholders of our society with a purpose, allowing stakeholders to understand and evaluate scientific discoveries, social issues, and historical events better.

Also, the course encourages students to assess and analyze ethical perspectives in both individual and societal decisions with AI, investigating the social implications of AI in the context of social science. By the end of the course, students will have a comprehensive understanding of how AI tools, in terms of media content creation, can be harnessed for effective public communication, collaboration between scientists, and problem-solving within the social and behavioral science framework.

Course Objectives

- **Explain the Impact of AI on Communication:** Summarize the role of AI tools in professional and science communication, emphasizing their influence on social and behavioral science contexts.
- **Apply AI Tools for Media Content Creation:** Use AI technologies to design and produce media content that effectively addresses scientific, social, and historical issues for diverse audiences.
- **Analyze Ethical and Social Implications of AI:** Break down the ethical and societal consequences of using AI in communication and decision-making, relating these implications to broader societal processes.
- **Evaluate AI-Driven Strategies for Collaboration:** Critique the effectiveness of AI-supported communication strategies in fostering collaboration and problem-solving among scientists and stakeholders.
- **Create Interdisciplinary Solutions Using AI:** Develop innovative AI-based approaches that integrate principles from social and behavioral sciences to address complex communication challenges.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Materials and Supplies Fees: n/a
Students will receive class materials from the lecturer.

II. Graded Work

Description of Graded Work

There are 1,000 points available in this course. Points are accumulated by earning grades for the following assignments, presentations, tests, and exercises. Students must submit the outcome of each exercise by the given deadline to receive credit. **Late submissions will result in a grade deduction (-5 per day)**. Below are the exercises:

**Group works: Group will be changed every week*
**Whole-class teamwork*
1. In-Class Exercises*
These exercises are designed to engage students with AI tools to create various forms of communication content. Each in-class exercise addresses a different topic and communication style, allowing students to explore AI applications creatively.

- **In-Class Exercise 1: Case Study - Evil AI and Mad Scientists**
  Students will examine scenarios involving AI misuse and identify ethical implications and risks associated with AI in different contexts. Students will present the results of the examination in class.

- **In-Class Exercise 2: Regal Court with AI**
  Students will play a role in the mock court, reimagining historical or fictional court sessions enhanced with AI technologies. The goal is to understand AI's impact on authority and decision-making.

- **In-Class Exercise 3: Writing News**
  Students will create a news article using generative AI, focusing on a given social or scientific topic, and adapt it for a target audience.

- **In-Class Exercise 4: Conveying Messages Through Theater**
  Teams will create a role-playing scenario for a short play that conveys a chosen class concept through storytelling, demonstrating creativity and communication skills. This scenario will be played by AI voice actors.

- **In-Class Exercise 5: Data Interpretation/Visualization for Kids**
  Students will create visual content that interprets data in a way that is accessible and engaging for children, using AI tools for visual storytelling.

- **In-Class Exercise 6: Making a Video (Meme) for Science**
  Students will create a short video or meme aimed at communicating a science topic in a fun and relatable way using AI tools.

2. Experiential Learning Assignments

- **AI Ethics at UF**
  This assignment focuses on exploring ethical AI use at UF. Students will find and analyze examples of how UF supports ethical and sustainable AI practices. In addition, students will provide recommendations to improve these practices.

3. My AI Diary

Students are required to maintain a weekly journal reflecting on their use of AI tools throughout the course. This diary should include their experiences, insights, challenges, and creative applications of AI. The diary is intended to encourage continuous reflection on learning and provide a space for students to document their growth.

4. Final Presentation + Content Submission

Teams will develop a comprehensive communication campaign, including text, images, and visuals. In this final content, students should make 1) an appropriate content plan explaining the strategy of the content, 2) actual science communication content, and 3) forms of evaluation for the audience (peers).
In place of a traditional exam, students will select one of their works from the coursework and present it in class. The presentation should cover the purpose of the content, AI tools and prompts used, psychological strategies, and expected effects. Peer evaluation will contribute to the final grade, allowing teams to gain additional credit based on their classmates' feedback.

6. Attendance and Participation Policy

Attendance Points

- **Points per Session:** Every time you attend a class session, you will earn **5 points**.
- **Total Points:** With 24 sessions scheduled throughout the semester, you can earn up to **120 attendance points** (30 sessions × 5 points each).

- **Extra Credits:** Each session you attend, more than 24 sessions, will add 5 points of extra credit to your total grade.

In-Class Participation *(10 points x 15 classes, Total 150)*

- **Purpose of Tasks:** These tasks are designed to…
  - Enhance your understanding of the class material.
  - Provide immediate feedback and engagement during the lesson.
  - Contribute to your overall participation grade (separate from the attendance points).
- **Submission Requirement:** To earn credit for the participation tasks, you must be present in class and submit your work during the scheduled class time.

Item	Total Point
*Exercises 1: Case Study - Evil AI and Mad Scientists	50
*Exercises 2: Regal Court with AI	50
*Exercises 3: Writing News	50
*Exercises 4: Conveying Messages Through Theater	50
*Exercises 5: Data Interpretation/Visualization for Kids	50
*Exercises 6: Making Video (meme) for science	50
Experiential Learning: AI Ethics in UF	100
Final presentation	300
Class attendance	150
Class participation	150
Total	1,000 (100%)

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Class Participation

	Excellent (100%)	Good (80%)	Average (60%)	Insufficient (40%)	Unsatisfactory (20%)
Involvement: Actively participating in class activities and discussions					

Communication manners in the class: Civil communication and tones when communicating others.					
Contribution to the class: Providing productive feedback to others.					

In-Class Exercise / Final Content

	Excellent (100%)	Good (80%)	Average (60%)	Insufficient (40%)	Unsatisfactory (20%)
Accuracy: Content use persuasive and confident presentation of ideas, strongly supported with evidence.					
Application of AI: Content should be assisted by AI tools.					
Purpose: Content should be designed align with the creators' original purpose (Problem solving, civic engagement)					
Appealing: Content should be interesting and can make audience pay attention to the content.					
Delivery: Content will feature correct or error-free presentation of ideas. Content should not contain some spelling, punctuation, or grammatical errors.					
Teamwork: Students are expected to communicate effectively and respectfully with their team members. Active participation in group meetings and contributions to the team's work are required, demonstrating a collaborative and supportive attitude.					

Final Presentation

	Excellent (100%)	Good (80%)	Average (60%)	Insufficient (40%)	Unsatisfactory (20%)
Delivery: Presentation will feature correct or error-free presentation of ideas. Content should not contain some spelling, punctuation, or grammatical errors.					
Displaying: Presentation should be interesting and can make audience pay attention to the content.					
Purpose: Presentation should demonstrate the creators' original purpose.					
Presentation manner: Presenter is familiar with the content of the presentation.					
Teamwork: Students are expected to communicate effectively and respectfully with their team members. Active participation in group meetings and contributions to the team's work are required, demonstrating a collaborative and supportive attitude.					

Experiential Learning: AI Ethics in UF

	Excellent (100%)	Good (80%)	Average (60%)	Insufficient (40%)	Unsatisfactory (20%)
Clearly identifies multiple relevant cases/examples at UF that showcase ethical and sustainable AI use. Cases are specific, well-researched, and relevant to the topic.					
Provides a thorough, insightful analysis of the cases, incorporating class materials and personal perspectives. Demonstrates critical thinking and original ideas.					
Offers thoughtful, creative, and feasible recommendations to UF for enhancing its AI ethics support. Recommendations demonstrate originality and a deep understanding of ethical and sustainable AI practices.					
Writing is well-organized, clear, and free of grammatical errors. The presentation flows logically and effectively communicates ideas.					

III. Annotated Weekly Schedule

(Note: AI tools are subject to change)

Date	Week / Topics	Individual Assignments
Week 1	**Introductions: AI in Communication/Life**	
1/12	Students will be introduced some basic concepts for the semester. Introduction to generative AI and other types of AI **In-class activity:** Introduce yourself with AI	Entrance survey about AI and science communication
Week 1	**Basic of generative AI & Public Engagement and Science Communication**	
1/14	Students will learn what is public engagement and science's social roles and responsibilities. They also will discuss what is good science communication for society (persuasiveness/effectiveness/ethical).	
Week 2	**Strategic Communication for Solving Social Issues**	
1/21	**Discussion: Who are you? And What is matter in your town?** Students will learn the process and goals of media content creation in communication	
Week 3	**Sustainable use of AI (Professionalism and Academic Issues)**	
1/26-1/28	**Lecture: Evaluating AI tips/Efficiency vs. Ethics** Students will learn possible issues related to AI in diverse academia and industries. As future professionals, students will discuss how they can use AI in ethical ways. Also, students will discuss how AI-assist communication help communication within a specific science field and between different disciplines. ***In-class activity:** Case Study – Evil AI and Mad Scientists	
Week 4	**Prompt and Human computer interaction**	
2/9-2/11	**Lecture: AI interaction with basic knowledge of AI Prompting** Students will learn social issues relevant to AI and synthetic media. Students will discuss collaboration with AI in a sustainable way to provide positive impacts on society. Students will share their ideas about examples in their case studies in the class.	Experiential Learning: AI Ethics in UF
Week 5	**AI Supported Decisions and Judgment**	
2/16-2/18	**Lecture: When we can trust AI (and when is not)** Students will discuss how was their experiences with creating content using AI tools. 1) Accuracy and misleading in data interpretation/Concepts of AI literacy 2) The aspects of AI ethics and ethical AI use to make people trust AI 3) Decisions based on AI-created information; Fact-checking with AI (+ AI sourced information) ***In-class activity:** Regal Court with AI	
Week 6	**Content creation: Text/Image Synthesis**	
2/23-2/25	**Lecture: Psychology for Persuasion (Evidence based Goal setting)** Students will learn how to use text and image synthesis tools to create basic media content such as news articles. Students will practice using AI tools to create written messages and visualize messages to solve the given scenario (e.g., social issues regarding science risks) ***In-class activity:** Writing News + Social Media	
Week 7	**Midterm Presentation: Ethical AI in UF**	
3/2-3/4	Presentation about Experiential Learning (Activity 1-3)	
Week 8	**Content creation: Scenarios for narrative persuasions**	
3/9-3/11	**Lecture: Psychology for Persuasion (Targeting)**	

Date	Week / Topics	Individual Assignments
	Students will learn how to deliver their scientific knowledge or pro-social messages using diverse forms of media such as podcast or theater by applying AI tools to the multimedia content creation. ***In-class activity:** Conveying Messages through Theater (designing story boards)	
Week 9	**Spring Break**	
3/16-3/19		
Week 10	**Reality and Authenticity: Critical and Philosophical questions**	
3/23-3/25	The issues about AI synthetic media; Risks and issues in generative AI services	
Week 11	**Content creation: Data Interpretation/Visualization**	
3/30-4/1	**Lecture: Psychology for Persuasion (Heuristic Cues/Bias)** Students will learn how to make their data more visible and understandable with visualization and interpretations with help from AI tools. Students will practice using AI tools to create data visualization. ***In-class activity:** Data Interpretation/Visualization	
Week 12	**Content creation: Video Synthesis**	
4/6-4/8	**Lecture: Psychology for Persuasion (Emotions/Transportation/Identification)** Students will learn how to use audio and video synthesis tools. Students will practice using AI tools to create audio and video content. ***In-class activity:** Making Video (meme) for science	
Week 13	**Final Workshops**	
4/13-15	Group hours and workshops for content creations	
Week 14	**Final Presentation**	
4/20-4/22	Students will submit and present their final content (Activity 1-3)	Peer Review
Week 15	**Wrap-up Class**	
4/22	Discuss students' experiences in the semester ***In-class activity:** Exit survey (Students will write and submit a short in-class survey about synthetic media and society with comments on the class. Also, they will evaluate their teammates and other students)	My AI diary

Readings

Introductions: When AI met Science…

- **Required Readings/Works**: Reading syllabus
- **Assignment:** Prepare self-introduction / what kind of communication you need for your career?

Science Communication for Solving Social Issues

- ***Entrance survey***
- **Required Readings/Works**:
  - Howell, E. L., & Brossard, D. (2021). (Mis) informed about what? What it means to be a science-literate citizen in a digital world. Proceedings of the National Academy of Sciences, 118(15),.
  - Holbert, R. L. et al. (2002). The role of communication in the formation of an issue-based citizenry. Communication Monographs, 69(4), 296-310.
  - Fischhoff, B., & Scheufele, D. A. (2013). The science of science communication. Proceedings of the National Academy of Sciences, 110(supplement_3), 14031-14032.

Media and Content Creation

- **Required Readings/Works**:
  - Sundar, S. S. (2020). Rise of machine agency: A framework for studying the psychology of human–AI interaction (HAII). Journal of Computer-Mediated Communication, 25(1), 74-88.
  - Novelli, C. et al. (2023). Taking AI risks seriously: a new assessment model for the AI Act. AI & SOCIETY, 1-5.
  - Chung, M. et al. (2023). AI as an Apolitical Referee: Using Alternative Sources to Decrease Partisan Biases in the Processing of Fact-Checking Messages. Digital Journalism, 1-22.

Prompt and Human computer interaction

- **Required Readings/Works**:
  - Van Wynsberghe, A. (2021). Sustainable AI: AI for sustainability and the sustainability of AI. AI and Ethics, 1(3), 213-218.
  - Cowls, J. et al. (2021). A definition, benchmark and database of AI for social good initiatives. Nature Machine Intelligence, 3(2), 111-115.
  - Di Vaio, A. et al. (2020). Artificial intelligence and business models in the sustainable development goals perspective: A systematic literature review. Journal of Business Research, 121, 283-314.
  - Vinuesa, R. et al. (2020). The role of artificial intelligence in achieving the Sustainable Development Goals. Nature communications, 11(1), 1-10.

AI-mediated Communication and Media Psychology

- **Required Readings/Works**:
  - Hancock, J. T. et al. (2020). AI-mediated communication: Definition, research agenda, and ethical considerations. Journal of Computer-Mediated Communication, 25(1), 89-100.
  - Ågerfalk, P. J. (2020). Artificial intelligence as digital agency. European Journal of Information Systems, 29(1), 1-8.
  - Kim, J. et al. (2020). Can AI be a content generator? Effects of content generators and information delivery methods on the psychology of content consumers. Telematics and Informatics, 55, 101452.

Reality and Authenticity: Critical and Philosophical questions

- **Required Readings/Works**:
  - Laupichler, M. C. et al. (2022). Artificial intelligence literacy in higher and adult education: A scoping literature review. Computers and Education: Artificial Intelligence, 100101.
  - Pelau, C. et al. (2021). What makes an AI device human-like? The role of interaction quality, empathy and perceived psychological anthropomorphic characteristics in the acceptance of artificial intelligence in the service industry. Computers in Human Behavior, 122, 106855.
  - Chiou, E. K. et al. (2020). How we trust, perceive, and learn from virtual humans: The influence of voice quality. Computers & Education, 146, 103756.
  - Speicher, M. et al. (2019, May). What is mixed reality?. In Proceedings of the 2019 CHI conference on human factors in computing systems (pp. 1-15).

AI Supported Decisions and Judgment

- **Required Readings/Works**:
  - Jöhnk, J., et al. (2021). Ready or not, AI comes—an interview study of organizational AI readiness factors. Business & Information Systems Engineering, 63, 5-20.
  - Long, D., & Magerko, B. (2020, April). What is AI literacy? Competencies and design considerations. In Proceedings of the 2020 CHI conference on human factors in computing systems (pp. 1-16).

- Araujo, T. et al. (2020). In AI we trust? Perceptions about automated decision-making by artificial intelligence. AI & society, 35, 611-623.
Extensions of Human Senses
• **Required Readings/Works**: - Wolf, E. et al. (2022, October). Plausibility and perception of personalized virtual humans between virtual and augmented reality. In 2022 IEEE international symposium on mixed and augmented reality (ISMAR) (pp. 489-498). IEEE. - Voorveld, H. A., & Araujo, T. (2020). How social cues in virtual assistants influence concerns and persuasion: the role of voice and a human name. Cyberpsychology, Behavior, and Social Networking, 23(10), 689-696. - Jayawardena, N. S. et al. (2023). The persuasion effects of virtual reality (VR) and augmented reality (AR) video advertisements: A conceptual review. Journal of Business Research, 160, 113739.
Sustainable use of AI (Professionalism and Academic Issues)
• **Required Readings/Works**: - Gado, S. et al. (2022). Artificial intelligence in psychology: How can we enable psychology students to accept and use artificial intelligence?. Psychology Learning & Teaching, 21(1), 37-56. - Lund, B. D., & Wang, T. (2023). Chatting about ChatGPT: how may AI and GPT impact academia and libraries?. Library Hi Tech News, 40(3), 26-29. - Ma, L., & Sun, B. (2020). Machine learning and AI in marketing–Connecting computing power to human insights. International Journal of Research in Marketing, 37(3), 481-504. - Joyce, K. et al. (2021). Toward a sociology of artificial intelligence: A call for research on inequalities and structural change. Socius, 7, 2378023121999581.
Future of AI
• **Required Readings/Works**: - Jarrahi, M. H. (2018). Artificial intelligence and the future of work: Human-AI symbiosis in organizational decision making. Business horizons, 61(4), 577-586. - De Cremer, D., & Kasparov, G. (2021). AI should augment human intelligence, not replace it. Harvard Business Review, 18, 1. - Peeters, M. M. et al. (2021). Hybrid collective intelligence in a human–AI society. AI & society, 36, 217-238.
Exit survey: Students will write and submit a short in-class survey about synthetic media and society with comments on the class. Also, they will evaluate their teammates and other students.

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

Content*: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s)*.

- Identify, describe, and explain the concept of collaboration with AI and how this approach differs from the 'using AI as the tool' (Quest 2, S).
- Identify, describe, and explain the innovations and trends in synthetic media (Quest 2, S).
- Identify, describe, and explain strategic communication and effective persuasion using media content (Quest 2, S).

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Understand the sustainable use of AI in diverse communication settings (Quest 2, S).
- Apply AI to boost better interpretation of data and facilitate discussions about organizational/social issues (Quest 2, S).
- Evaluate the effectiveness of media content skills using communication theories (Quest 2, S).

- Become proficient with AI tools and software to conduct fact-checking and deliver accurate information to the experts and non-expert public (Quest 2, S).

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Enhance interpersonal, organizational, and public communication skills by using AI tools (Quest 2, S).
- Understand materials with multi-cultural languages using AI tools; And creating content with multi-languages applying AI programs (Quest 2, S).
- Develop media literacy by understanding the mechanism of strategic communication (Quest 2, S).

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Become proficient with AI tools and software to conduct fact-checking and deliver accurate information to the experts and non-expert public (Quest 2, S).
- Understand how to prepare for collaboration with AI in professional realms (Quest 2, S).

V. Quest Learning Experiences

1. Details of Experiential Learning Component

This course is designed to explore the dynamic interplay between AI and human collaboration, looking towards future possibilities. To facilitate a hands-on learning experience, the course includes three distinct assignments:

Case Study: AI Ethics at UF: This activity is designed for students actively engaged in academic studies and research. Students will explore and identify real-world cases and examples of how UF supports students and faculty in using AI ethically and sustainably. Drawing from class discussions and readings, students will analyze these examples and offer their perspectives. Additionally, students will provide thoughtful recommendations to UF for improving its approach to ethical AI use.

Short Interview: AI in Academic and Professional Life: Students will conduct a short interview with a UF student or faculty member who integrates AI into their academic or professional work. The interview should include at least five questions focused on their experiences with AI, including challenges, benefits, and insights. Students will synthesize key takeaways from the interview to provide practical guidance for other UF students on leveraging AI to enhance their academic success.

2. Details of Self-Reflection Component

In-Class Exercises on AI-Driven Content Creation: This course includes four practical in-class exercises focused on utilizing AI tools for crafting communication content. For successful completion and grading, students are required to submit the results of these exercises. During these sessions, students will identify topics or issues of personal interest or relevance,

particularly those that mirror their views on scientific fields or aspects of human society. The core objective is for students to articulate their perspectives on these chosen topics. To achieve this, they will employ AI tools to create media content that effectively conveys their worldview.

VI. Required Policies

Use of Generative AI Policy

1. Conditions for AI Use

- **Allowed**: Students are encouraged to use AI tools to generate ideas, create content, and enhance their understanding of strategic communication and prompt engineering. AI may be used for assignments, projects, and class activities, provided its use is transparent and properly acknowledged.
- **Prohibited**: AI should not be used to generate content intended to deceive or mislead others, complete assessments or exams, or create work that violates academic integrity principles (e.g., plagiarism, unauthorized collaboration). Also, students should note that each course at UF has their own AI-related policy and students should respect the policy. This course's policy only applies to this course.

2. Acknowledging AI Contributions

- Students must clearly state the role AI played in their work. This can be done through a section in their submission where they specify the tools used, the prompts given, and how the AI-generated content was integrated into their final product. Detailed information about the disclosures for AI collaboration will be distributed in the class.

3. Warnings about AI-Generated Deceptive Data (Hallucinations)

- Clear guidelines should be established about the AI's limitations, especially its tendency to "hallucinate" or create false information. Students should be warned that all AI-generated content must be verified against reliable sources before being used in their work. The policy should emphasize that reliance on unverified AI output will result in deductions or other academic consequences. Students will have full responsibility for the inaccurate information or wrong content in the submitted assignment.

4. Student Accountability for AI Output

- Students are fully responsible for the AI-generated content they submit. This includes ensuring the accuracy, originality, and ethical standards of the content. If AI output is found to be misleading or inaccurate, students must correct it or face academic penalties. Accountability also extends to the ethical use of AI, meaning students should avoid generating harmful or inappropriate content.

5. Emphasizing Ethical and Responsible AI Use

- The course will begin with a discussion on the ethical implications of AI use, including topics like bias, misinformation, and the importance of transparency. Real-world examples will be provided to illustrate the potential consequences of irresponsible AI use. Students will be motivated through a combination of graded reflections on ethical AI use and participation in discussions about the broader impact of AI on society.

6. Engaging Students in Policy Feedback and Collaboration

- In this course, students will be invited to discuss the AI policy and suggest improvements. This could be done through an anonymous survey or an open discussion forum. Feedback questions might include: “What concerns do you have about the AI policy in this course or other courses?” or “How can we ensure that AI is used responsibly in classes?”
- At the end of the course, students will be asked to reflect on their experience with AI, including how the AI policy impacted their learning and creativity in the course. Questions like “Did the AI policy help you understand the ethical use of AI?” and “What changes would you suggest for future iterations of this course?” will be part of the feedback process.
- Feedback from students will help the improvement of the policy.

**This policy announcement is also written with the assistance of AI services (i.e., ChatGPT 4o)*

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Also, you can contact the Dean of Student Office to submit doctor’s notes or other accommodations.
https://care.dso.ufl.edu/instructor-notifications/

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/ , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.