



## **AI Policy, Policies, and Policing**

### **Examining Fairness and Reason behind University AI Policies**

**Zea Miller, PhD**

Assistant Instructional Professor

University Writing Program

# AI Policy, Policies, and Policing

Course	Term	Modality	Management
IDS 2935	Fall 2024	Traditional Classroom	Canvas

Instructor	Contact	Office Hours	Office
Zea Miller, PhD Assistant Instructional Professor	zea.miller@ufl.edu	TBD	2215 Turlington Hall University Writing Program

## Course Description

AI programs, platforms, applications, and services have proliferated over the last two years. In that time, the national conversation—from classrooms to congress—about AI has intensified. Yet, the discourse about AI has tends toward dichotomy and dilemma. Indeed, the very concepts used to describe AI use tend toward encampment (e.g., a tool can be right or wrong). Since nebulous conceptualization moves us away from appreciating the complex realities and processes that underpin the work of AI, the way we imagine AI can lead to misunderstanding, and the downstream effects therefrom can have a devastating effect on students (e.g., students become subject to policies that limit potential or party to procedures that likewise imperil futures). Relatedly, universities, colleges, departments, and faculty are creating policies that embrace or exile AI. Missions, visions, values, and principles are being revised in light of new developments. In this course, we will study whether conceptualizations of AI and the policies built thereon are reasonably just. To that end, students will learn and apply theory, create and design multimodal content, and evaluate policies across higher education while grappling with our essential question: can AI policies be fair?

## Course Objectives

Upon completion of this course, a student should be able to establish reasonable and just parameters for any policy, compose content thereunder, and evaluate compliance thereto, not only generally but also particularly for AI-related topics in higher education.

## Course-Specific Student Learning Outcomes

This course will realize the following student learning outcomes by and through the following goals and means:

Goals	Means	Outcomes
<ul style="list-style-type: none"> <li>To Distinguish between Justice, Ethics, and Fairness</li> <li>To Learn about Reasoning Standards and Types</li> <li>To Understand Policy Development and Deconstruction</li> <li>To Learn the Standards, Practices, and Conventions of Professional and Technical Communication</li> <li>To Use Enterprise Software Solutions</li> <li>To Develop Communication, Design, and Presentation-Building Skills</li> </ul>	<ul style="list-style-type: none"> <li>Discussions, Lectures, Readings, Quizzes, and Exams on Justice, Reasoning, and Policies</li> <li>Evaluating University, College, Department or Program, and Faculty Policy Statements</li> <li>Readings on Technical Writing</li> <li>Crafting Multimodal Solutions</li> <li>Leading Discussions</li> </ul>	<p>By the end of this course, students will be able to understand reasoning, justice, and artificial intelligence, discuss current articulations thereof and policies related thereto, professionally deconstruct and evaluate content, favorably edit their work and the work of their peers, effectively craft written and visual solutions while marshaling resources to support them, and master various strategies to successfully evaluate policies across logical and ethical frameworks.</p>

## Required Readings

- Alexander, Larry, and Michael Moore. 2021. [“Deontological Ethics.”](#) In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta, Winter 2021. Metaphysics Research Lab, Stanford University.
- Ashford, Elizabeth, and Tim Mulgan. 2018. [“Contractualism.”](#) In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta, Summer 2018. Metaphysics Research Lab, Stanford University.
- Dutilh Novaes, Catarina. 2022. [“Argument and Argumentation.”](#) In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Fall 2022. Metaphysics Research Lab, Stanford University.
- Freeman, Samuel. 2019. [“Original Position.”](#) In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Winter 2023. Metaphysics Research Lab, Stanford University.
- Hansen, Hans. 2023. [“Fallacies.”](#) In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Spring 2023. Metaphysics Research Lab, Stanford University.

- Hursthouse, Rosalind, and Glen Pettigrove. 2023. "[Virtue Ethics.](#)" In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Fall 2023. Metaphysics Research Lab, Stanford University.
- Mill, John Stuart. 2004. [Utilitarianism.](#) Project Gutenberg. (Extracts)
- Miller, David. 2023. "[Justice.](#)" In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Fall 2023. Metaphysics Research Lab, Stanford University.
- Quong, Jonathan. 2022. "[Public Reason.](#)" In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta, Summer 2022. Metaphysics Research Lab, Stanford University.
- Sinnott-Armstrong, Walter. 2023. "[Consequentialism.](#)" In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Winter 2023. Metaphysics Research Lab, Stanford University.
- Wallace, R. Jay. 2020. "[Practical Reason.](#)" In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta, Spring 2020. Metaphysics Research Lab, Stanford University.

## Supplemental and Optional Readings and Viewings

- Evans, Jonathan St B. T. 2017. [Thinking and Reasoning: A Very Short Introduction.](#) New York, NY: Oxford University Press.
- Sandel, Michael. 2017. Harvard University's [Justice.](#) Free video series.

## Materials, Supplies, and Fees

None

## Recommended Writing and Style Guides

- Turabian, Kate L., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2019. [Student's Guide to Writing College Papers.](#) Fifth edition. Chicago Guides to Writing, Editing, and Publishing. Chicago ; London: University of Chicago Press.
- CMS. 2017. *The Chicago Manual of Style.* Seventeenth edition. Chicago: The University of Chicago Press. [Digital Version](#) free via UF Libraries.

# Course Credits, Requirements, and Student Learning Outcomes

## Credit Opportunities

- Quest 1
- Humanities (H)
- Writing Requirement (WR): 2,000 words

## Grade Requirements

This course accomplishes the [Quest 1](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for all Quest and General Education credits. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U. Writing Requirement course grades have two components, whereby a student must: (1) receive a grade of C or higher; and, (2) satisfactorily complete the writing component of the course.

## Student Learning Outcomes (SLOs)

### Quest 1 Humanities Subject Area Objectives and SLOs

Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

This course will realize the following Quest 1 [objectives and SLOs](#) and [General Education SLOs](#) by and through the following activities, assessments, deliverables, discussions, experiences, lectures, and readings:

Target	Fulfillment
<p><b>Content</b></p> <p>Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</p>	<p><b>Method</b></p> <p>Students will be able to identify, describe, and explain the histories and theories of justice, ethics, and reasoning.</p> <p><b>Vehicles</b></p> <p>Discussions, lectures, and readings on justice, ethics, and reasoning</p> <p><b>Assessments</b></p> <p>Papers, exam, and quizzes</p>
<p><b>Critical Thinking</b></p> <p>Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course.</p>	<p><b>Method</b></p> <p>Students will further develop critical, creative, ecological, and lateral thinking capacities through a nuanced understanding of types of reasoning and theories of justice and ethics while evaluating target content.</p> <p><b>Vehicles</b></p> <p>Readings, lectures, experiences, deliverables, and discussions on reasoning, justice, and ethics</p> <p><b>Assessments</b></p> <p>Papers</p>
<p><b>Communication</b></p> <p>Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.</p>	<p><b>Method</b></p> <p>Students will peer edit work through writing as collaborative process, communicate meaningfully during the process, create audience-focused content, moderate an online discussion, all of which requires effective digital communication.</p> <p><b>Vehicles</b></p> <p>Activities, deliverables, experiences</p>

**Connection**

Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

**Assessments**

Discussions and deliverables

**Method**

Students will reflect on their education and experiences to identify what they learned, connect what they have learned with their experiences inside and outside the classroom, and consider what they might have done differently in the course.

**Vehicle**

Deliverables

**Assessment**

Reflection papers

**General Education Program SLOs**

The General Education Student Learning Outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing a General Education course at the University of Florida. The SLOs fall into three categories: content, communication and critical thinking.

Target	Fulfillment
<p><b>Content</b></p> <p>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.</p>	<p><b>Method</b></p> <p>Students will study the concepts, history, key themes, principles, terminologies, theories, modes, and methodologies of justice, reasoning, and artificial intelligence throughout the course such that they can describe, explain, and differentiate the theories and technologies involved.</p> <p><b>Vehicles</b></p> <p>Discussions, lectures, and readings on justice, reasoning, and artificial intelligence</p> <p><b>Assessments</b></p> <p>Papers, exam, and quizzes</p>
<p><b>Critical Thinking</b></p> <p>Students carefully and logically analyze information and theory from multiple</p>	<p><b>Method</b></p> <p>Students will identify, discuss, deconstruct, evaluate, analyze, and deploy concepts that rest at the</p>

perspectives and develop reasoned solutions to problems within the subject area.

interdisciplinary intersection justice, reasoning, and artificial intelligence both theoretically and practically.

#### **Vehicles**

Readings, lectures, and discussions on justice, reasoning, and artificial intelligence

#### **Assessments**

Papers

#### **Method**

Students will draft, revise, peer edit, transmit, and submit content according to best practices. In addition, students will develop, deploy, revise, and calibrate works according to rhetorical situations.

#### **Communication**

Students clearly and effectively communicate concepts and reasoning in writing appropriate to the rhetorical situations in the course from professional writing conventions to academic standards.

#### **Vehicles**

Discussions and deliverables

#### **Assessments**

Papers

### **Writing Requirement**

Students who successfully complete the course will compose at least 2,000 words across select deliverables.

For writing requirement (WR) courses:

- The WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive WR credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.



## **Content Neutrality Statement**

In this course, students will strengthen their critical and creative thinking through analysis. To that end, students are to apply a multitude of theories to a variety of content, which will be discussed openly and objectively. While students will learn how to evaluate content from within theoretical frameworks, the instructor will not endorse, encourage, or require students adopt, hold, or drop specific viewpoints, perspectives, or interpretations. Rather, students will interrogate, examine, and explore real and imagined content through applied theory not only to bolster their analysis, argumentation, evaluation of evidence but also to inspire the eventual creation of new content. Student perspectives, claims, conclusions, and viewpoints will be not factor into assessment processes. Students will not be held to any neutral standard. Instead, should feel encouraged, welcome, and free to agree, criticize or disagree with any discussion, reading, or viewing without penalty or benefit.

## **Objective Coverage and Multiple Perspectives**

Course content has been structured to explore various conceptualizations of AI and the related policies in higher education objectively. Discussions, lectures, and readings will cover numerous theories, ensuring that students analyze these topics critically and from multiple perspectives. Assignments, including papers and presentations, require students to engage with theoretical frameworks when applying them to imaginary and real-world AI policies without promoting any ideology. Furthermore, assignments are structured to build capacity for academic research and writing. Students will reach conclusions both independently and free from reward or penalty.

## **Critical Thinking and Academic Competence**

Students will demonstrate their competencies through assignments that require critical analysis, synthesis of information, and application of theoretical knowledge to practical scenarios. Major assignments, such as the Reasoning Paper, Justice and Ethics Paper, and Policy Analysis Paper, are designed to assess the ability to evaluate AI policies rigorously and objectively. There are no pre-determined trajectories or ends.

## **Prohibition of Distortion and Identity Politics**

As a course on AI policies in higher education, we will look to possible and real situations and discuss how they are formed and could be viewed. The course neither distorts significant historical events nor addresses identity politics. Likewise, the course avoids theories suggesting systemic racism, sexism, oppression, and privilege as inherent in U.S. institutions. Our materials and discussions focus on the ethical, legal, and social implications of AI policies, and only from within theoretical frameworks, precluding the possibility of attributing systemic biases or inequities to the institutions themselves.

## **Standards for Humanities Courses**

This Quest 1 course meets common humanities standards by enabling students to think critically about human culture through philosophy, ethics, and justice. Our readings include selections from the Western canon, such as works by John Stuart Mill and contemporary philosophical discussions on justice and ethics. Students will engage with these texts to develop sophisticated strategies for content analysis, synthesis, evaluation, and creation.

## **Assessment Qualities**

Student submissions will be evaluated for higher-order concerns, such as strength of argumentation, quality of analysis, careful excerpting of evidence, insightful application of theory, logic of structure, and the coherence of the deliverable against the requirements articulated in the assignment. In other words, work will be evaluated by how well students critically engage with the material, support their arguments with credible sources, analyze the evidence, and demonstrate sound understanding of the theories in play within the standards, practices, and conventions that govern research and writing. Any student-developed stance or conclusion taken in the content being evaluated will neither influence grading nor be captured in marking schemes.

# Graded Work

## Assessment Overview

Classification	Assignment	Words	Points
<b>Major</b>	Module 1 Exam	0	100
	Reasoning Paper	500 (WR)	100
	Justice and Ethics Paper	1000 (WR)	100
	White Paper	1000 (WR)	200
	Policy Analysis Paper	500 (WR)	100
<b>Minor</b>	Quizzes	0	70
	Discussion Post	250 (WR)	100
	Fallacies and Policies	200 (WR)	50
	Visualizing Ethics	0	50
	Justice Slide Deck	500	50
	Policy Reflection Paper	500	50
	Course Reflection Paper	250	50
		<b>Total: 4750</b>	<b>Total: 1020</b>
		<b>(3500 [WR])</b>	

## Major Assignments

### Reasoning Paper

Individual Assignment. Quest Experiential Learning Component. 500 Words. 100 Points. *Use theory to evaluate the reasonableness of an AI policy.*

Much of the discussion about AI in higher education centers on responding to it. By focusing on how AI is used, universities, departments, and faculty craft policies based on reason, reasons, and reasoning. Find an AI policy in higher education, interview someone responsible for the policy (the professor who made it, a member of a committee who helped draft it, a group member from an external body) as an experiential learning experience, and evaluate the reasoning used to support it using our readings as the theoretical framework.

## **Justice and Ethics Paper**

Individual Assignment. 1000 Words. 100 Points. Standard Rubric. *Use theory to evaluate the fairness of an AI policy.*

Policies, like its etymological cousin policing, start with ideals. When we consider AI policies in higher education, we should interrogate the ideals that support them. In other words, since AI policies articulate with good, bad, right, and wrong, we should evaluate whether the system created is coherently just or fair. Find a new, different AI policy in higher education and evaluate the ethical framework articulated in it using our readings as the theoretical lens in a thesis-driven essay.

## **White Paper**

Individual Assignment. 1000 Words. 200 Points. Standard Rubric. *Learn about the technology targeted by policies.*

To better understand AI policies, we should study the nature of their targets: namely, large language models (LLMs) like OpenAI's ChatGPT and Google's Gemini. Find then summarize 6 sources that address the past (2), present (2), and future (2) of LLMs. Your summaries will serve as the basis for a white paper on the status of LLMs.

## **Policy Analysis Paper**

Individual Assignment. 500 Words. 100 Points. Standard Rubric. *Examine the policy landscape.*

Since AI policies across higher education will vary in scale, scope, and permissiveness, an imbalance amongst institutional peers or an asymmetry among classifications might emerge. Pick a region, a level or type of institution, and select 4 universities that share an attribute (category, student population, sports league). Using our readings as the basis for theoretical inquiry, evaluate the AI policies deployed at the highest comparable level for each.

## **Minor Assignments**

### **Discussion Posts**

Individual Assignment. 250 Words. 50 Points. P/F Rubric. *Stay current on developments in the AI in higher education landscape.*

Register for a week during the term. During that week, you must post about and moderate a discussion based on AI in higher education, AI in the news, or AI technologies available for students.

## **Fallacies and Policies**

Individual Assignment. 250 Words. 50 Points. P/F Rubric. *Practice interrogating coherence using theory.*

When debating policies, logical fallacies (e.g., black and white thinking and slippery slopes) can pepper the debate. Moreover, policy frames can suffer from logical fallacies. Find a real policy and explain how and where its reasoning falls.

## **Visualizing Ethics**

Individual Assignment. 0 Words. 50 Points. P/F Rubric. *Bolster learning through teaching.*

After you have learned about the various ways in which philosophers have articulated ethical frameworks, create a visual piece that would help others learn them.

## **Justice Slide Deck**

Individual Assignment. Quest Experiential Learning Component. 500 Words. 50 Points. P/F Rubric. *Use AI to understand what is being targeted by policies.*

Consult an LLM (such as ChatGPT or Google Gemini) to help you create content for a 5-slide presentation on Rawls' *Theory of Justice*. Develop and design a slide deck for the content using AI. The presentation will not be delivered as a presentation but used competitively in the class.

## **Policy Reflection**

Individual Assignment. Quest Reflection Component. 500 Words. 50 Points. P/F Rubric. *Reflect on the state of higher education, justice, and AI.*

Over the course of the term, you have examined the policy landscape, learned about justice, and experimented with AI. Along the way, you have formulated a position on AI in higher education. Articulate it using what you have learned.

## Course Reflection

Individual Assignment. 250 Words. 50 Points. P/F Rubric. *Reflect on the journey taken in the course.*

Over the course of the term, you have about justice, ethics, reasoning, policy, and artificial intelligence. Reflect on your intellectual growth and journey. What will you take out of the course? How do you imagine that it might help you in the future? If applicable, what might you have done differently?

## Standard Grading Rubric

Work submitted for standard grading will be assessed by how the deliverable measures against benchmark qualities for assessment as a range of ratings:

Qualities	Rating and Standards						
	Exceptional	Excellent	Great	Good	Fair	Poor	Insufficient
	<i>Surpasses</i>	<i>Perfects</i>	<i>Meets</i>	<i>Mostly Meets</i>	<i>Meets Some</i>	<i>Barely Meets</i>	<i>Does Not Meet</i>
<b>Content</b> Correctness, Completeness, Complexity, Concreteness, Evidence	Points x 1.7	Points x 1	Points x .97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
<b>Expression</b> Clarity, Concision, Coherence, Citations and References, Style, Mechanics	Points x 1.7	Points x 1	Points x .97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
<b>Form</b> Structure, Organization, Genre	Points x 1.7	Points x 1	Points x .97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
<b>Substance</b> Argumentation, Effectiveness, Visuals	Points x 1.7	Points x 1	Points x .97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0

Fields relayed under quality categories given are examples only. They will vary by the assignment.

## Pass/Fail Grading Rubric

Work submitted for pass/fail grading will be assessed by how the deliverable measures against benchmark qualities for assessment as binary ratings:

Qualities	Rating and Standards	
	Sufficient	Insufficient
	<i>Meets</i>	<i>Does Not Meet</i>
<b>Content</b> Correctness, Completeness, Complexity, Concreteness, Evidence	Points x 1	Points x 0

<b>Expression</b> Clarity, Concision, Coherence, Citations and References, Style, Mechanics	Points x 1	Points x 0
<b>Form</b> Structure, Organization, Genre	Points x 1	Points x 0
<b>Substance</b> Argumentation, Effectiveness, Visuals	Points x 1	Points x 0

A minimum of 50% of the point total is required to earn a passing grade. Fields relayed under quality categories given are examples only. They will vary by the assignment.

## Writing Requirement Rubric

Work submitted for Writing Requirement grading will be assessed by how the deliverable measures against satisfactory benchmark qualities for assessment as binary ratings:

Aspect	Satisfactory (Y)	Unsatisfactory (N)
<b>Content</b>	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>Organization and Coherence</b>	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>Argument and Support</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>Style</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward

**Mechanics** Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.

construction. Documents may also use words incorrectly.

Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

## Grading Scale

Please review the UF [grade and grading policies](#).

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

## Weekly Course Schedule

### Module 1: Reasoning

What does it mean to reason? How do we reason? What are reasons? How are reasons used in reasoning? What jumps are made while reasoning? What logical fallacies imperil reasoning?

#### Knowledge Development

Critical, Creative, and Lateral Thinking

#### Skill Development

Logical Fallacies, Deductive, Inductive, and Abductive Reasoning



Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
1	Introductions	Quiz 1 and Fallacies and Policies	Lecture on Logical Fallacies	<i>The Stanford Encyclopedia of Philosophy</i> on Fallacies (33 pages)
2	Discussion Board Posts	Quiz 2	Lecture on Arguments	<i>The Stanford Encyclopedia of Philosophy</i> on Argument and Argumentation (36 pages)
3	Discussion Board Posts	Quiz 3	Lecture on Reason	<i>The Stanford Encyclopedia of Philosophy</i> on Practical Reason (16 pages)
4	Discussion Board Posts	Quiz 4 and Reasoning Paper	Lecture on Policy	<i>The Stanford Encyclopedia of Philosophy</i> on Public Reason (29 pages)

## Module 2: Justice and Ethics

What is the difference between ethics and justice? How is fairness related to justice? How does reasoning support theories of justice, ethics, and fairness?

### Knowledge Development

Normative Ethics, Justice

### Skill Development

Applied Theory

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
5	Discussion Board Posts	Quiz 5, Justice Slide Deck	Lecture on Justice	<i>The Stanford Encyclopedia of Philosophy</i> on Justice (25 pages) and the Original Position (36 pages)
6	Discussion Board Posts	Quiz 6 , Visualizing Ethics	Lecture on Ethics	<i>The Stanford Encyclopedia of Philosophy</i> on Virtue Ethics (23 pages), Deontological Ethics (22 pages), and Consequentialism (22 pages)
7	Discussion Board Posts	Quiz 7, and Justice and Ethics Paper	Lecture on Contractualism	<i>The Stanford Encyclopedia of Philosophy</i> on Contractualism (29 pages)

## Module 3: AI Technologies

What are large language models (LLMs)? How are they part of artificial intelligence? How have they developed over time? How do they work? What does the future hold for the technology?

### Knowledge Development

Artificial Intelligence, Large Language Models

### Skill Development

Research, Programming, Citation and Reference Management

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
8	Learn LaTeX	None	Lecture on Programming LaTeX and BibTeX	Overleaf Materials
9	Learn Research	None	Lecture on Research and Resources	Library Guides
10	Conferences and Conduct Research	2 Summaries on the History of LLMs	N/A	Research Sources
11	Conferences and Conduct Research	2 Summaries on the Current State of LLMs	N/A	Research Sources
12	Conferences and Conduct Research	2 Summaries on the Future State of LLMs, White Paper Draft	N/A	Research Sources
13	Peer Editing	White Paper Final Draft	N/A	N/A

## Module 4: AI Policies

What AI policies are there? How were they formulated? What goals, virtues, duties, and consequences, and contractual parameters attach? How might you create one? What have you learned along the way?

### Knowledge Development

Policy Landscape

### Skill Development

Policy Development, Reflective Capacity

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
14	Discussion Board Posts	Policy Analysis Paper	None	N/A
15	Discussion Board Posts	Policy Reflection Paper	Lecture on Policy Creation	N/A
16	Discussion Board Posts	Course Reflection Paper	Advice on Reflections and End of Term Recap	N/A

## Course Policies and Statements

### AI or Large Language Models

Required and Restricted. Assignments will have parameters detailing whether, when, and how to appropriately consult AI as a resource. An appendix declaring your AI use will be required for all deliverables.

### Attendance

Required. Only those absences deemed excused according to [UF policy](#), including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. After 3 unexcused absences, 25 points per absence will be deducted from the final grade. Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

### Tardiness

If you miss more than 15 minutes of class, you will be marked as having been absent for the session, unexcused. While highly unlikely, if inauspicious circumstances delay my arrival by more than 15 minutes, activities for that day should be considered canceled.

### Participation and Preparation

Required. Ungraded for discussions. On average, you will need to devote at least 3 hours per week for attendance and participation and 6 hours per week towards writing, reading, and research as preparation.

### Important Dates, Changes, and Readings

Please review the course calendar on Blackboard weekly. Objectives are subject to change. Assignments and deadlines are subject to change relative to our overall progress. Changes will be announced in class or by email. Please consult the course calendar and the assignments page in Canvas for required and recommended readings.

### **Composition Process and Storage**

All work for this course must be composed and stored on Microsoft OneDrive, Google Docs, or a similar cloud storage service. Your work must be original (see University Honor Policy). Assignments must undergo editing as part of the composition process.

### **Peer Editing**

Required. This course will promote writing as a process. To that end, all students will be tasked with peer editing responsibilities. Failure to edit the work of others will result in a 10% reduction for the project in play.

### **Grading**

Assignments must be submitted as indicated on Canvas to be graded. Coursework will be graded by how closely it meets the rubric criteria outlined for it.

### **Late Work and Make-Up Work**

Excepting presentations, late work will be accepted within a 1 course-day window after the assignment is due. However, for each real day the assignment is late, a 5% penalty will be assessed. Late work submitted after that window will be subject to a grade ceiling of B. Quizzes and exams must be completed within a 2 course-day window for credit.

### **Disruption**

Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the discussion board remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. The professor will take immediate action when inappropriate behavior occurs.

### **Nondiscrimination**

Discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran is prohibited.

### **General Disclaimer**

The professor reserves the right to make changes to this syllabus as necessary.

## **University Policies and Statements**

### **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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

### **U Matter, We Care**

If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit the [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

### **Counseling and Wellness Center**

Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

### **Student Health Care Center**

Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

### **GatorWell Health Promotion Services**

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **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 website](#) for one-on-one consultations and workshops.

### **Additional Support**

- [Career Connections Center](#)
- [E-learning](#)
- [Library](#)

**UF Course Evaluation 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](#). 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. Summaries of course evaluation results are [available](#) to students.

# Assignment AI Appendix<sup>1</sup>

All submissions must include this form as an appendix.

- I attest that this project did not use AI at any stage in its development or in the creation of any of its components.
- I attest that this project made use of AI in the following ways:

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (If available)
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Topic selection

Brainstorming and idea generation

Research

Source valuation

Outlining/planning

Drafting

Media creation

Peer review

Revising

Polishing

Other

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<sup>1</sup> Source Attribution: This assignment appendix has been taken from the University of North Carolina at Chapel Hill