IDS 2935: Collaboration with AI for Solving Social Problems: AI-Assisted Media Content Creation for Science/Public Communication

Quest 2

I. General Information

Commented [WM1]: Recording lectures and making examples using AI

Commented [WM2R1]: Example/Guest lectures from Dr. Nah

Class Meetings

- 2024 Fall
- Hybrid
- Tuesday (11:45-1:40 p.m.) and Thursday (11:45-12:35 p.m.)

Instructor

- Won-Ki Moon, Ph.D.
- 2074 Weimer Hall
- Thursday 11:45-2:30 p.m. 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.

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.
**team-based works*

Class participation: Attendance is required for this course, beginning on Week 2. In every class, you will have non-graded short quizzes or writing short essays instead of calling the roll. Each student begins the term with an attendance mark of 8 points. Each time you attend a class session, your attendance mark increases by 2 points. There are 28 class sessions starting from August 22nd. Each time you have an unexcused absence, your attendance mark decreases by 2 points. Little math here indicates that you can have two unexcused absences and still end up with a 100% grade for attendance. The highest possible attendance grade is 60 points.
You are expected to be prepared to discuss the texts assigned for each class session, as well as to participate in any group or individual in-class activities. Merely attending class does not count as participation. Asking questions as well as commenting on discussion topics does count as participation. Attending office hours will supplement your participation mark. In each class session, students' participation will be graded as 10 points, which will be accumulated in the final grade. **Class participation (including attendance) is worth 10% of the final grade.**

***Case Study:** Students should conduct a case study in the class. The case study should find three cases that can fulfill two conditions: 1) the example case is good communication (effective, ethical, and legal), and 2) the example of sustainable use of synthetic media (assisted by AI). Students should include at least one example within the person's network with a major or career similar to the student's. To explain this case, students should conduct a short interview with the person. The length of the case study should be about five pages (double standard, 12-point, Times New Roman), including a visual of the case and appropriate references. **Case Study is worth 5% of the final grade.**

Discussion board postings: All students will be required to write an online discussion board post via Canvas the Thursday class. There will be a group only for this online discussion and each group should select a discussion leader for each discussion topic. The number of students in the discussion group will be five or six. Discussion leaders will 1) answer given guide questions for the discussion, which is provided by Dr. Moon, and 2) suggest new discussion questions relevant to the week's discussion topic. Class members will freely discuss the topic and

discussion leaders' opinions. Each student should post at least one discussion post, but students can post multiple opinions on the Canvas discussion page. **Each post is worth 3% of the final grade (six posts: 18%).**

***In-class exercises:** There are four in-class exercises aiming at learning AI tools for creating communication content. Students should submit the outcome of the exercise to receive the grade. Late submission will cause a deduction of the grade (-5 per day). Dr. Moon will share several social/science issues for the exercise. The group should submit the outcome of the exercise by Thursday 5:00 p.m. **Each exercise is worth 8% of the final grade (four exercises: 32%).**

***Final content submission:** Among the communication materials created as the outcomes of four in-class exercises, students will choose one piece of content or combine parts of it as one communication campaign for the final presentation. Students will improve the quality of the content and submit it as the final communication outcome. For example, students will get comments on their explanation of the creation process of content, mistakes/errors in the content, or recommendations for better prompts. Also, students will get comments about audiences' perception of how much the content reflects the production intents. Students' final content should reflect students' effort to respond to these comments and make the content have better delivery and quality. If the quality of the submitted final content is the same as the submitted output in the in-class exercise, students cannot receive full credit for this assignment (unless there is an excuse). This content also will be used for an in-class exhibition. **The final content is worth 17% of the final grade.**

***Final presentation:** In lieu of traditional exams, this course offers a unique approach to demonstrating learning outcomes. Students will be required to select one of their own creations from the coursework and prepare a presentation on it. This presentation is an opportunity for students to showcase what they have learned and achieved through the course. Students will present their final content in ten minutes. In the presentation, students will share the purpose of communication, the used AI tools and prompts, their psychological strategies, and the expected results (effects) of the content. **The final presentation is worth 10% of the final grade.**

Exhibition commenting: In the week following an in-class exercise, students can have access to other group's communication content (outputs of in-class exercises). Following the presentation, there will be an interactive session where students can engage with the creations of their peers. This part of the course is designed as an online exhibition, allowing students to view, read, listen to, or interact with the content produced by others. During this exhibition, students are encouraged to provide feedback and comments on the works of their fellow classmates. Students then use and interact with other students' content. After interacting with other students' content, students need to make at least comments on five of their other students' works via Canvas. Submitted comments will be shared with students who created the content. **Each short comment is worth 1% and the long comment on final projects is worth 6% of the final grade (five comments: 10%).**

Item	Total Point
*In-class exercises 1: Text/Image	80
*In-class exercises 2: Audio/Video	80
*In-class exercises 3: Data Interpretation/Visualization	80
*In-class exercises 4: Artificial Human/Extended Reality	80
Case study: Good/sustainable communication using synthetic media	50
Discussion board posting	180
*Final presentation	100
*Final content submission	150
Exhibition commenting	100
Class participation	100
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)

In-Class Exercise / Final Content

	Excellent	Good	Average	Insufficient	Unsatisfactory
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.					

Experiential Learning: Case Study Analysis

	Excellent	Good	Average	Insufficient	Unsatisfactory
Accuracy: The report uses persuasive and confident presentation of ideas, strongly supported with evidence.					
Interviews: The report was written with an interview with the appropriate interviewee. The interview was conducted in a polite interview manner. Interview questions were accurate according to their purpose in the case study.					
References: The report includes accurate references to their research. Students have enough reference					
Other examples: Examples are updated and insightful. Examples can deliver appropriate information to students who want to improve communication skills using AI.					

Experiential Learning: AI Integration in Academic Research (optional)

	Excellent	Good	Average	Insufficient	Unsatisfactory
Accuracy of review: The review on the student's work explains how the synthetic media was applied in the research and what was the					
Insight of review: The review demonstrates a deep understanding of AI applications in research, including challenges, outcomes, and personal learning.					
Evidence: Comprehensive and clear evidence provided, showing significant and relevant use of AI tools in research.					

Experiential Learning: Synthetic Media Portfolio (optional)

	Excellent	Good	Average	Insufficient	Unsatisfactory
Quality of content: Content uses persuasive and confident presentation of ideas, strongly supported with appropriate evidence. *If the student chooses video/audio formats, they need to submit the script of the content.					
Technical Proficiency: The submitted portfolio demonstrates students' capacity to use accurate prompts to solve problems in content creation.					
Reflection on the creation process: Content in the portfolio provides the student with thoughtful ideas on the creative process, including challenges and learnings.					

Discussion Leading

	Excellent (30-26)	Good (25-20)	Average (19-15)	Insufficient (14-10)	Unsatisfactory (9-0 points)
Preparation: Providing information, extra readings, and interpretation of readings for the discussion					
Thoughtful discussion questions: Providing insightful discussion questions that can drive team members can make creative ideas					
Contribution to discussion: Managing discussion (prevent other students to talk not-topic-relevant-issues)					
Summarize the discussion: Summarizing students' ideas to generate the key points of the group's idea about the topic					

Discussion Posting

	Excellent (30-26)	Good (25-20)	Average (19-15)	Insufficient (14-10)	Unsatisfactory (9-0 points)

Knowledgeable: Using exact terms and concepts when making arguments.					
Thoughtful: Evaluates carefully issues raised in other students' arguments when reviewing others' work using insights.					
Considerate: Takes the perspective of others into account and listens attentively.					

Exhibition Comments

	Excellent (50 points)	Good (40 points)	Average (30 points)	Insufficient (20 points)	Unsatisfactory (10-0 points)
Knowledgeable: Using exact terms and concepts when making arguments.					
Thoughtful: Evaluates carefully issues raised in other students' arguments when reviewing others' work using insights.					
Considerate: Takes the perspective of others into account and listens attentively.					

Participation

	Excellent (40 points)	Good (30 points)	Average (20 points)	Insufficient (10 points)	Unsatisfactory (0 points)
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.					
Attendance (60 points): Each unexcused absence will result in a deduction of 2 points from the total of 60 points.					

Final Presentation

	Excellent (100 points)	Good (80 points)	Average (60 points)	Insufficient (40 points)	Unsatisfactory (20-0 points)
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.					

III. Annotated Weekly Schedule

(Note: AI tools are subject to change)

Week / Topics	Readings and Assignments
Week 1 Introductions: When AI met Science… (8/22)	
Students will be introduced some basic concepts for the semester. We will discuss: 1) What is AI and synthetic media 2) What is the public engagement and public communication 3) What are the science's social roles and responsibilities (and how media communication can help scientists in this context) 4) Students also will discuss what are the aspects of AI ethics and ethical AI use to make people trust AI.	• **Required Readings/Works**: Reading syllabus • **Assignment:** Prepare self-introduction / what kind of communication you need for your career? • ***Entrance survey***
Week 2 Science Communication for Solving Social Issues (8/27, 8/29)	
Students will learn the process and goals of media content creation in communication (writing/speaking/recording). We will discuss: 1) Mass (media) communication vs. other communications (interpersonal/organizational) 2) What is good science communication for society (persuasiveness/effectiveness/preciseness/ethical) 3) What are individual differences and human errors in science communication 4) Public and science communication	• **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. • **Assignment:** Posting Discussion 1
Week 3 Human*AI for Public Communication (9/3, 9/5)	
Students will learn what is AI and human collaboration and how this collaboration can contribute to social problem-solving. We will discuss: 1) AI-Human Interaction/Communication 2) Prompt engineering 3) Text generation and NLP 4) Risks and Downsides of AI 5) Approving AI created content	• **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.

Commented [MWK3]: 1. Prompt Engineering
2. Problem Solving Communication
3. Persuasion and Ethics
4. Social impacts of Science Communication

Commented [MWK4R3]: 1. Prompt guides + Prompt making practice

Commented [WM5R3]: 2. Analyzing social issues + solving issues with communication (policy, public comm)

Week / Topics	Readings and Assignments
	- 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. • **Assignment:** Posting Discussion 2
Week 4 Sustainable Use of AI (Regulations/Legal Issues) (9/10, 9/12)	
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. Privacy and safety protection will also be discussed. - How to evaluate AI-created media content - Social issues related to AI content Efficiency vs. Responsibility	• **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. **Assignment:** Submit case study
Week 5 Tool 1: Text/Image Synthesis (9/17, 9/19)	
Students will learn how to use text and image synthesis tools to create basic media content such as news articles, scenarios, and social media content. 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) #ChatGPT: http://chat.openai.com #Google Bard: https://bard.google.com #Midjourney: https://www.midjourney.com	• **Required Readings/Works**: Read distributed class materials, user guide and cheating sheets. • **Assignment:** Prepare laptops and secure wifie on campus, look around AI tools; Finish in-class activities and submit the outputs
Week 6 AI-mediated Communication and Media Psychology (9/24, 9/26)	

Week / Topics	Readings and Assignments
Based on activities in Week 4, students will discuss how was their experiences with creating content using AI tools. We will discuss: 1) How improve quality of AI-assisted writing (based on the understanding of content users) 2) What is the AI-mediated facts 3) From the audience viewpoint, what should be noted in AI created content as disclosures	• **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. • **Assignment:** Posting Discussion 3
Week 6 Tool 2: Audio/Video Synthesis (10/1, 10/3)	
Students will learn how to use audio and video synthesis tools. Students will practice using AI tools to create audio and video content. #Google Lyria: https://deepmind.google #OpenAI Sora: https://openai.com/sora #Stable Video Diffusion: https://stability.ai/ #Runway: https://runwayml.com	• **Required Readings/Works**: Read distributed class materials, user guide and cheating sheets. • **Assignment:** Finish in-class activities and submit the outputs
Week 7 Reality and Authenticity: Critical and Philosophical questions (10/8, 10/10)	
Based on activities in Week 6, students will discuss how was their experiences with creating content using AI tools. We will discuss: 1) What is the concept of reality and mixed reality in communication and media 2) How to increase perceived authenticity of audiences 3) How images and videos can deliver the creator's intentions better	• **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).

Week / Topics	Readings and Assignments
	• **Assignment:** Posting Discussion 4
Week 8 Tool 3: Data Interpretation/Visualization (10/15, 10/17)	
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. #Tableau Public: https://public.tableau.com/app/discover #Flourish Public: https://flourish.studio/ #Julius: https://julius.ai/ #Infogram: https://infogram.com/ #Google Looker Studio: https://lookerstudio.google.com/	• **Required Readings/Works**: Read distributed class materials, user guide and cheating sheets. • **Assignment:** Finish in-class activities and submit the outputs
Week 9 AI Supported Decisions and Judgment (10/22, 10/24)	
Based on activities in Week 8, students will discuss how was their experiences with creating content using AI tools. We will discuss: 1) Accuracy and misleading in data interpretation 2) Concepts of AI literacy 3) Decisions based on AI-created information 4) Fact-checking with AI (+ AI sourced information)	• **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. • **Assignment:** Posting Discussion 5
Week 10 Tool 4: Artificial Human and Extended Reality (10/29, 10/31)	
Students will learn how to use artificial human creating tools. Students will practice using AI tools to create avatars and artificial human characters in the mixed and virtual reality (meta-verse). #Unreal meta human: https://www.unrealengine.com #Typecast: https://typecast.ai/ #Google VR For Everyone: https://developers.google.com/vr/develop	• **Required Readings/Works**: Read distributed class materials, user guide and cheating sheets. • **Assignment:** Finish in-class activities and submit the outputs
Week 11 Extensions of Human Senses (11/5, 11/7)	
Based on activities in Week 10, students will discuss how was their experiences with creating content using AI tools. We will discuss: 1) Artificial reality and extended reality 2) Computer-mediated communication through avatars 3) Meta human issues	• **Required Readings/Works**: - Wolf, E. et al. (2022, October). Plausibility and perception of personalized virtual humans between virtual and augmented reality.

Week / Topics	Readings and Assignments
	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. • **Assignment:** Posting Discussion 6
Week 13 Professionalism and Academic Issues (11/12, 11/14)	
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. - *Students also will discuss what are the aspects of AI ethics and ethical AI use to make people trust AI (What are the differences in your thoughts on AI comparing to Day 1?)	• **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. • **Assignment:** N/A (Preparing final presentation)
Week 14 Exhibition / Final Presentation (11/19, 11/21)	
Students will have the chance to discuss the content in a more collaborative setting, sharing and reflecting upon the lecturer's comments and insights on the various works. This format not only allows for a comprehensive understanding and appreciation of the creative efforts of all students but also fosters a sense of community and collaborative learning.	• **Required Readings/Works**: Interact with other students' submitted content. • **Assignment:** Prepare a presentation and submit presentation slides. Prepare exhibition (upload files to the class's Canvas page).
Week 15 Holiday (Thanksgiving) (11/26, 11/28)	***No class***
Week 16 Out-roduction / Course Wrap-up (12/4)	
In class, students will discuss how AI tools help their communication activities in the semester. They will summarize their experiences in	• **Required Readings/Works**:

Week / Topics	Readings and Assignments
activities as users and collaborators of AI agents. To finalize the class, students will also discuss the AI's social changing roles in terms of positive and negative impacts on humans' future. *Students will receive the comments on their final presentation and exhibition from Dr. Moon.	- 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. • **Assignment:** Submit comments on other students' works. **Exit survey** (Students will write and submit a short in-class essay about synthetic media and society with comments on the class.)

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 Analysis (Mandatory): Students are required to identify and analyze a minimum of three case studies that showcase the use of AI in strategic communication within their respective fields. This task involves conducting interviews with professionals, such as professors, researchers, or practitioners, who are integrating AI into their work. Interviews should not be conducted with fellow classmates. Students must submit both an audio recording of the interview and a written summary, which includes responses to specific questions provided by the instructor.

AI Integration in Academic Research (Optional for Extra Credit): This opportunity is geared towards students actively engaged in academic research. To earn extra credit, students must present evidence (such as papers or photos of stimuli) demonstrating their use of synthetic media in research projects. Submission of these materials can earn 2 points of extra credit. An additional 3 points can be earned by submitting a detailed review (2-3 pages, single-spaced) of their research experience involving AI. The total extra credit awarded will be based on the quality of the submission, with a maximum limit of 2% of the final grade.

Synthetic Media Portfolio (Optional for Extra Credit): Students interested in or skilled at creating art or other forms of portfolios involving synthetic media are encouraged to submit their work for extra credit. The amount of extra credit awarded will depend on the quality of the submitted portfolio, with a cap of 3% of the final grade.

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 (draft)*

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. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.