

IDS 2935: Robots: Threat or Opportunity?

Quest 2

I. General Information

Class Meetings

- Fall 2023
- 100% in person, no GTAs, 35 residential students
- Tuesdays periods 8 and 9 and Thursdays period 9, Location TBA

Instructor

- Dr. Nasim Binesh
- Florida Gym (FLG) 186A
- Tuesdays and Thursdays 12:00 – 1:00 pm
- Email: bineshf@ufl.edu
- Office: (352) 294-1657

Course Description

This course confers General Education credit for Social & Behavioral Sciences (S).

This course tries to answer the following pressing questions: *How are robots changing our society, and how can we prepare for a future of robots amongst us?* It provides hands-on approach that builds a bridge between the engineering and technical aspects of AI with the business applications with a focus on Tourism, Hospitality and Event Management. This course includes live lectures, case studies, quizzes, applied learning opportunities, discussion groups, and a capstone project.

This course requires no engineering or technical experience. As the course progresses, students will learn the basics of robot and AI technologies, the latest trends and technological advances in Tourism, Hospitality and Event Management and how they can be applied to their field. This course is not about becoming a technical expert, but rather having a foundational understanding of robotics and AI and how it can be positioned to improve efficiency and effectiveness across different fields, regardless of students' background.

These general education objectives will be accomplished through:

- Evaluation of robots current capabilities, applications, and their future potential

- Assessment of the technical aspects of robots and AI well enough to communicate effectively with colleagues
- Discussion of how to avoid pitfalls associated with these new technologies
- Discussion and evaluation of what new problems robots can help solve, how it will continue to transform businesses and how we can prepare for the future of robotics.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences

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

Required readings

Textbook

- Ivanov, A. & Webster, C. (Ed.) (2019). *Robots, artificial intelligence, and service automation in travel, tourism and hospitality*. Emerald Publishing Limited, Bingley, Emerald Publishing Limited.
<https://www.emerald.com/insight/publication/doi/10.1108/9781787566873>

The textbook is available for free at:

<https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=5909909>

You can access the textbook on campus, or off campus through UF VPN.

Note: All of the book chapters that are cited in the annotated weekly schedule are from the textbook above.

Case studies

- Moon, Y. (2005). *Sony AIBO: The World's First Entertainment Robot*. Harvard Business School Publishing.
- Roy, S. K., Singh, G., Pedada, K., & Purkayastha, D. (2020). Margiotta Food & Wine: Customer Service through Service Robots.
- Smids, J., Nyholm, S., & Berkers, H. (2020). Robots in the workplace: a threat to—or opportunity for—meaningful work?. *Philosophy & Technology*, 33(3), 503-522.
- Bodmer, A. P. and Bartolome, M. D. (2016). Future-Proofing Your Job From Robots: Technology & Employment. Harvard Business Publishing. 31(4), pp. 16-23. <https://store.hbr.org/product/future-proofing-your-job-from-robots-technology-employment/IIR170>

Note: The link to the course packet for the case studies will be provided in Canvas. Students must use the course packet to qualify for the discount.

All other readings and works are available in Canvas.

Materials and Supplies Fees: n/a

II. Graded Work

1. Description of Graded Work

Assignment	Description	Requirements	Points
Quizzes	A 10-question quiz will be available in Canvas on Monday of every 3 weeks. Quizzes will consist mostly of multiple-choice questions. Each quiz will be worth 10 points, and there will be 5 quizzes throughout the semester. The objective of this assignment is to understand the concepts taught each week, pertaining to robots and AI in Tourism, Hospitality, and other fields. Quizzes are due the Saturday of the week they are scheduled.	Each quiz will be timed to 20 minutes, and it can only be taken once.	50 points, 10%
Exam	There will be 2 proctored exams that consist of open ended, short essay question (October 30 and December 5). The objective of the exams is to provide more challenging questions that encourage critical thinking to address the challenges and opportunities robots can cause our society, and how to overcome them. Each exam is worth 50 points	The exam will take place in class. Students will need their laptop to take the exam. The exam will be 30 minutes.	100 points, 15%
Case studies	Throughout the class we will look at 5 case studies that have focused on the challenges and opportunities of robots and AI. Students will be working in groups of 3 to 5 during class and are required to submit their collective answers as a group assignment on Canvas the Friday of the week case study was discussed in class.	See writing assessment rubric.	150 point, 20%
Capstone project	This course includes a final project. Across the 16 weeks, students will work in teams to develop and refine a robot-related project or initiative for their own field. The project culminates in a business case and plan that uses robots to transform at least one aspect of the business. It also requires identifying the possible opportunities and challenges of working with robots, and how to use them in our advantage.	See writing assessment rubric.	20 points, 20%
Topic (Capstone project)	Students will decide on the topic for the capstone project by week 4 (September 14).		5 points, 5%
Abstract (Capstone project)	Students will submit an abstract for the capstone project by week 8 (October 12).	See writing assessment rubric.	5 points, 5%

Class participation (Group discussion)	Students should take part in in-class group discussions to receive this credit. See guidelines in Section 2.	See Participation Rubric in Section 4 for more details.	15 points, 15%
Attendance		See guidelines in Section 2.	10 points, 10%

2. Statement on Attendance and Participation

Attendance and Participation:

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/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken 10 times on random days and recorded in the Canvas gradebook. Attendance makes up 10% of the final grade and 1 point will be deducted for each unexcused absence. If there is a case of emergency, students have to email Dr. Binesh prior to class to let her know of their absence. Each absence that does not meet university criteria for “excused” will result in a one-point deduction from your final grade.

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric in Grading Rubrics section. Dr. Binesh will inform you of your participation grade to date on 8th week and schedule a meeting if students are earning below 70% of the possible points. Discussion is a key component of the course.

NOTE: If students have personal issues that prohibit them from joining freely in class discussion, e.g., shyness, language barriers, etc., see Dr. Binesh as soon as possible to discuss alternative modes of participation.

3. 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

4. Grading Rubrics

Capstone project

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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.
ARGUMENT AND SUPPORT	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.

- 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.

Case studies

	Outstanding (12-15 pts)	Above Average (9-11 pts)	Satisfactory (5-8 pts)	Insufficient (0-4 pts)
Analysis 15 pts • the analysis examines, summarizes, and integrates issue(s) to reveal insight • evidence is well organized with smooth transitions • Logically extrapolate inquiry findings	Throughout the whole work	Throughout most of the work	Throughout much of the work	Throughout little to none of the work
Support 15 pts • claims are supported with detailed and persuasive examples • the analysis incorporates required and additional resources, when necessary	Throughout the whole work	Throughout most of the work	Throughout much of the work	Throughout little to none of the work

Participation Rubric

	Excellent (8 points)	Good (7 points)	Average (6 points)	Insufficient (5 points)	Unsatisfactory (4-0 points)
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: AI vs robotics? • Summary: Explain the difference between AI and robotics. Evaluate what the traditional robotic automation can or cannot do. • Required Readings/Works: <ul style="list-style-type: none"> • Video: Staying at the World's First Robot Hotel! (13 min and 5 sec) https://www.youtube.com/watch?v=jI3uUlztDbM&t=186s • Assignment: Syllabus agreement and Introductions assignment (September 1)
Week 2	<ul style="list-style-type: none"> • Topic: History of robotics and terminology • Summary: Describe the waves in robotics, identify the new wave of AI-driven automation. Identify and explain the basic terminology in robotics and AI. • Required Readings/Works: <ul style="list-style-type: none"> • Video: Evolution of robots (1948-2022) (6 min and 15 sec) https://www.youtube.com/watch?v=YNSUI8GBAYw • Assignment: Group discussion (participation)
Week 3	<ul style="list-style-type: none"> • Topic: Machine learning basics

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Summary: Identify, explain and describe the basic terminology of machine learning models. Identify, and communicate the main machine learning models, and reflect on the application and importance of these models to our society. • Required Readings/Works: <ul style="list-style-type: none"> • Web article: Faggella, D. (2020, March 14). <i>Machine Learning in Robotics – 5 Modern Applications</i>. Emerj. (2 pages) https://emerj.com/ai-sector-overviews/machine-learning-in-robotics/ • Video: What is Machine Learning? (5 minutes and 22 seconds) https://www.youtube.com/watch?v=HcgpanDadyQ • Assignment: In-class activity: online deep learning algorithm, quiz (September 9)
Week 4	<ul style="list-style-type: none"> • Topic: History of technology in Hospitality and Tourism • Summary: Explain the history of technology in hospitality and tourism. Reflect on how technology has transformed tourism and hospitality, and how it has affected customer behavior, satisfaction, and the way we travel. • Required Readings/Works: <ul style="list-style-type: none"> • Web article: Popat, P. (2021, May 1). <i>Technology in Hospitality Industry: The Past, The Present & The Future</i>. Ezee absolute. https://www.ezeeabsolute.com/blog/technology-in-hospitality-industry/ • Infographics: Shiji group. (2020). The History of Hotel & Travel Technology (4 pages) https://insights.shijigroup.com/wp-content/uploads/2021/05/TechTalkTravel-History-of-travel-infographic-2020.pdf • Interactive timeline: Taylor, D. (2022). <i>Impact of data and technology on travel and hospitality industry</i>. Publicis Sapient. https://www.publicissapient.com/insights/impact-of-data-and-technology-on-travel-and-hospitality-industry • Assignment: Deadline for choosing the topic for capstone project (September 14), group discussion
Week 5	<ul style="list-style-type: none"> • Topic: Robots in Hospitality and Tourism (Part 1 Humanoids) (With surprise robot guest speaker!) • Summary: Identify and describe humanoids, and explain what they can do, and cannot do. Identify and reflect on the challenges and opportunities that humanoids create for our society. • Required Readings/Works: <ul style="list-style-type: none"> • Chapter 9: Lukanova, G., & Ilieva, G. (2019). Robots, artificial intelligence, and service automation in hotels. Ivanov, A. & Webster, C. (Ed.) <i>Robots, artificial intelligence, and service automation in travel, tourism and hospitality</i>. Emerald Publishing Limited, Bingley, pp. 157-183 • Journal article: Reis, J., Melão, N., Salvadorinho, J., Soares, B., & Rosete, A. (2020). Service robots in the hospitality industry: The case of Henn-na hotel, Japan. <i>Technology in Society</i>, 63, 101423. (12 pages) https://reader.elsevier.com/reader/sd/pii/S0160791X20308290?token=1FF4B938C5D0A9435AF13429EFA8C7B663739DBCE250ECF4EAD868F14C82BE66D3E474B3

Week	Topics, Homework, and Assignments
	<p>0AA1997DC3C47F94F004459B&originRegion=us-east-1&originCreation=20221005165702</p> <ul style="list-style-type: none"> • Assignment: Case study (<i>Henna hotel</i>) (September 22)
Week 6	<ul style="list-style-type: none"> • Topic: Robots in Hospitality and Tourism (Part 2 Delivery robots and kiosks) • Summary: Identify and describe delivery robots and kiosks, and explain what they can do, and cannot do. Identify and reflect on the challenges and opportunities that they create for our society. • Required Readings/Works: <ul style="list-style-type: none"> • Chapter 3: Kelly, P., Lawlor, J., & Mulvey, M. (2019). Self-service technologies in the travel, tourism, and hospitality sectors: Principles and practice. Ivanov, A. & Webster, C. (Ed.) <i>Robots, artificial intelligence, and service automation in travel, tourism and hospitality</i>. Emerald Publishing Limited, Bingley, pp. 57-78 • Assignment: Group discussion, quiz (September 30)
Week 7	<ul style="list-style-type: none"> • Topic: Robots in Hospitality and Tourism (Part 3 Chatbots) • Summary: Identify and describe the role of chatbots in customer journey and personalization. Understand the role of AI-powered data in analyzing consumer habits. Analyze the impact of AI on consumer experience, and how it affects our society. • Required Readings/Works: <ul style="list-style-type: none"> • Chapter 6: Ukpabi, D. C., Aslam, B., & Karjaluo, H. (2019). Chatbot adoption in tourism services: A conceptual exploration. Ivanov, A. & Webster, C. (Ed.) <i>Robots, artificial intelligence, and service automation in travel, tourism and hospitality</i>. Emerald Publishing Limited, Bingley, pp. 105-121 • Assignment: In-class activity: <i>MIT Chatbot creator</i> https://scratch.mit.edu/projects/338489965/editor/
Week 8	<ul style="list-style-type: none"> • Topic: Companion and pet robots (With surprise robot guest!) • Summary: Identify and describe companion and pet robots, and explain what they can do, and cannot do. Identify and reflect on the challenges and opportunities that they create for our society. • Required Readings/Works: <ul style="list-style-type: none"> • Case study: Moon, Y. (2005). <i>Sony AIBO: The World's First Entertainment Robot</i>. Harvard Business School Publishing. • Video: Could AI become more intelligent than humans - Sophia, a companion robot (care robot) for an old widow that lives alone (Min 9-15, total 6 min) https://youtu.be/ui7WkS8wnRw • Assignment: Deadline for the abstract of the capstone project (October 12), case study (<i>Sony AIBO</i>) (October 13)
Week 9 & 10	<ul style="list-style-type: none"> • Topic: Robots in other fields • Summary: Identify and describe the advances of robotics in fields such as manufacturing, health, Military, agriculture, and education. Reflect and communicate on the opportunities, dilemmas and threats that using robots in each field can cause for our society.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Required Readings/Works: <ul style="list-style-type: none"> • Journal article: Ozturkcan, S., & Merdin-Uygur, E. (2021). Humanoid service robots: The future of healthcare? <i>Journal of Information Technology Teaching Cases</i>, 0(0), pp. 1-7. https://doi.org/10.1177/20438869211003905 • Web article: Joshi, N. (2019, April 10). <i>Killer robots: a threat or an opportunity?</i> Allerin. (3 pages) https://www.allerin.com/blog/killer-robots-a-threat-or-an-opportunity • Video: Meet Germany's first robot professor. (7 min) https://www.youtube.com/watch?v=Amfrm2V_KO0 • Video: How This Robotic Farm Is Reimagining Agriculture (3 min and 11 sec) https://youtu.be/fFxzWG-KGGU • Web article: Walker, J. (2022). <i>14 trends changing the future of manufacturing in 2022</i>. Locus Robotics. (3 pages) https://locusrobotics.com/14-manufacturing-trends-2022/ • Assignment: Group discussion, quiz (October 21)
Week 11	<ul style="list-style-type: none"> • Topic: Covid-19 hindsight, security, and privacy • Summary: Evaluate and communicate the impact of Covid-19 on the application of robots in Hospitality and Tourism. Identify and reflect on the areas robots can help/threaten the consumer data and privacy and what it means to our society. • Required Readings/Works: <ul style="list-style-type: none"> • Chapter 5: Gretzel, U., & Murphy, J. (2019). Making sense of robots: consumer discourse on robots in tourism and hospitality service settings. Ivanov, A. & Webster, C. (Ed.) <i>Robots, artificial intelligence, and service automation in travel, tourism and hospitality</i>. Emerald Publishing Limited, Bingley, pp. 93-104. • Assignment: Group discussion, Exam 1 (October 30)
Week 12	<ul style="list-style-type: none"> • Topic: Diversity issues • Summary: Identify, describe, and reflect on how robots can drive inclusion in the workplace. Evaluate and reflect on the diversity issues in robotics and among robots. • Required Readings/Works: <ul style="list-style-type: none"> • Web article: Gallo, S. (2020, March 26). <i>3 Ways robots can drive inclusion in the workplace</i>. Training Industry. (2 pages) https://trainingindustry.com/articles/learning-technologies/3-ways-robots-can-drive-inclusion-in-the-workplace/ • Web article: Keay, A. (2021, October 31). <i>A call for increased visual representation and diversity in robotics</i>. Venture Beat. https://venturebeat.com/business/a-call-for-increased-visual-representation-and-diversity-in-robotics/ • Assignment: Group discussion, quiz (November 11)
Week 13	<ul style="list-style-type: none"> • Topic: Ethics and legislation • Summary: Identify and explain the history of robot laws. Identify and explain the current state of legislation on robotics. Evaluate and reflect on the ethical issues that might rise from using robots. • Required Readings/Works:

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Short story: Asimov, I. (1942). Runaround. <i>Astounding science fiction</i>, 29(1), 94-103. Available for free at: https://web.williams.edu/Mathematics/sjmillier/public_html/105Sp10/handouts/Runaround.html • Case study: Roy, S. K., Singh, G., Pedada, K., & Purkayastha, D. (2020). Margiotta Food & Wine: Customer Service through Service Robots. • Assignment: Case study (<i>Margiotta Food & Wine: Customer Service through Service Robots</i>) (November 17), group discussion
Week 14	<ul style="list-style-type: none"> • Topic: Future of robots (part 1) • Summary: Identify and describe how will robots continue to transform Tourism and Hospitality. Reflect on what new problems will we be able to solve? Students will tour the HiperGator (the UF Supercomputer) located on East Campus. • Required Readings/Works: <ul style="list-style-type: none"> • Case study: Smids, J., Nyholm, S., & Berkers, H. (2020). Robots in the workplace: a threat to—or opportunity for—meaningful work?. <i>Philosophy & Technology</i>, 33(3), 503-522. • Assignment: Assignment: Case study (<i>Robots in the workplace: a threat to—or opportunity for—meaningful work?</i>) (November 24), HiperGator Tour
Week 15	<ul style="list-style-type: none"> • Topic: Future of robots (part 2) • Summary: Identify and describe the opportunities and pros and cons of using robots at workplace. Reflect on the opportunities and threats of robots vs humans and communicate on how we can prepare for the future. • Required Readings/Works: <ul style="list-style-type: none"> • Case study: Bodmer, A. P. and Bartolome, M. D. (2016). Future-Proofing Your Job From Robots: Technology & Employment. Harvard Business Publishing. 31(4), pp. 16-23. • Assignment: Case study (<i>Future-Proofing Your Job From Robots</i>) (December 1), quiz (December 2)
Week 16	<ul style="list-style-type: none"> • Topic: Future of robots (part 3) • Summary: Analyze, evaluate, and reflect on the ways businesses can use robots as a source of competitive advantage for a business. • Required Readings/Works: <ul style="list-style-type: none"> • Web article: Paldesk. (2021). <i>How AI Can Create a Competitive Advantage in Business?</i> (3 pages) https://www.paldesk.com/how-artificial-intelligence-can-create-a-competitive-advantage-in-business/ • Assignment: Assignment: Exam 2 (December 5), capstone project (December 12)

Note: The group discussions are graded as participation see. Section 2. Graded work for more details.
*Given the everchanging nature of the topic of this course, instructor might change some of the content to reflect the new developments.

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 basic terminology, history, and theories of AI and automation, and how it aids in understanding the different types of robots and their applications in our society (Quest 2, S). **Assessments:** Group discussion, quizzes, Capstone project.
- Identify, describe, and explain the current state of robot technology being used in Tourism, Hospitality and Event Management, as well as other major fields and how will robots continue to transform Tourism and Hospitality and what challenges and opportunities these advances can create for our society (Quest 2, S). **Assessments:** Reflection, Group discussion, case studies, quizzes, Capstone project.

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

- Evaluate select case studies on the application of robots to Tourism and Hospitality, and challenges of using robots at workplace by reflecting on the historical, societal, and technological aspects of these technologies (**Quest 2, S**). **Assessments:** Reflection, quizzes, group discussion, case studies, capstone project.
- Evaluate specific theories, challenges, and strategies related to the advances in robots and AI workforce and the outcomes for human workforce and society as a whole (**Quest 2, S**). **Assessments:** Reflection, quizzes, capstone project, HiPerGator tour.
- Evaluate the current situation of women in STEM, and what inequalities still exist for them and different minority groups in the U.S. and how robots can drive inclusion in workplace (**Quest 2, S**). **Assessments:** Case studies, group discussion, quizzes.
- Evaluate the stereotype of robots appearance (white and female), and what possible ethical and legal issues might arise from it (**Quest 2, S**). **Assessments:** Case studies, group discussion, quizzes.

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

- Communicate orally and in writing the opportunities and threats of robots and AI and how they can be used in advantage of our society (**Quest 2, S**). **Assessments:** Reflection, group discussion, case studies, capstone project,
- Develop and present in writing clear and effective responses to essential questions about challenges of using robots at workplace and strategies to overcome those challenges based on their analysis of case studies and primary sources (**Quest 2, S**). **Assessments:** Reflection, case studies, capstone project.

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

- Connect course themes like advances of robots and AI, ethical and legal issues to their own intellectual, personal, and professional development at UF and beyond **(Quest 2)**. **Assessments:** Reflection, case studies, capstone project.
- Reflect on select case studies, identifying how robots have transformed Tourism and Hospitality, and connect that to the societal challenges of using robots at workforce as a whole. **(Quest 2)**. **Assessments:** Case studies, Capstone project.
- Reflect on how to prepare for the future by identifying the solutions to overcome these issues and turn them into our advantage **(Quest 2)**. **Assessments:** Case studies, Capstone project.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students will visit the UF data center and HiperGator located on East Campus on week 14. HiPerGator is the University of Florida's supercomputer, which ranks 3rd among university supercomputers in the nation. HiPerGator consists of over 51,000 compute cores (processors). The total amount of RAM in HiPerGator is 120 TeraBytes. Those attending the field trip will receive 2.5% extra credit added to final grade tally. However, if students commit to going but do not show up, 0.5% will be deducted from their final grade. Those who have conflicts that prevents them from taking part in this activity will be given a chance to work with an online AI simulator.

Moreover, on week 7 students will get a chance to work with MIT's chatbot creator website. This website provides a great opportunity to test the components of a chatbot in real life, which requires no programming and technical background. This user-friendly website allows students to design and test their chatbot simply by dragging and dropping different functions.

VI. Required Policies

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>

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.