

# ITLS 5700 Course Syllabus

## Course Description

This course explores the use of Artificial Intelligence (AI) tools in educational settings, including trends, ethics, and practical applications for existing and emerging technologies. The course is project-based and will conclude with the development of an instructional project built using various AI tools. Due to the rapidly developing nature of AI tools, the course will be based on those tools that have proven to be effective for designing learning experiences while still using good principles of instructional design.

## Course Learning Objectives

By the end of this course, you will be able to:

1. Identify different types of AI tools used in learning and design.
2. Describe the trends in AI for learning and design.
3. Apply AI tools to design learning experiences.
4. Develop a critical understanding of the potential benefits and limitations of AI in education.
5. Foster a commitment to using AI ethically and responsibly in educational settings.

## Instructor Information

Instructor: Kristy Bloxham Ph.D.

Office: Remote

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Office Hours: By appointment (Zoom) [You can schedule an appointment here.](#) [Links to an external site.](#)

## Required Materials

There is no textbook for this course. We use available online resources to learn, including websites, videos, and articles. If you find a broken link, please let me know.

Instead of **a textbook**, we will be using practical tools available online. While most offer free trials that we will be able to use, you will be required to purchase at least a 1-month

subscription to **Midjourney, which costs \$10/month**. I'll plan the assignments around this tool within 4 weeks, so you may cancel it after one month. This tool is an industry leader; it is valuable and worth the cost to learn.

We will also use the Adobe Creative Suite, which is available to USU students through your USU email address. I recommend you download it as soon as possible to avoid delays. Download instructions are on the [Academic Support website](#)[Links to an external site.](#). If you need help with this, contact the [IT service desk](#)[Links to an external site.](#).

## Course Schedule

This course is offered as an online asynchronous course made up of weekly modules. These modules primarily include learning materials (reading/videos), assignments/projects, and some discussions. The course will conclude with a final instructional project.

Weekly topics may include:

1. Understanding AI in Context: Trends, Privacy, and Ethics
2. AI Tools Capabilities and Limits
3. AI Tools in Education
4. AI for Writing
5. AI Text-to-Image
6. Midjourney
7. AI Tools for Assessment and Feedback
8. AI Tools for Sound Design
9. AI Tools for Video Development

## Evaluation Methods and Criteria

Assignments are due **Sunday nights by 11:59 PM**. You should plan on 1-3 hours for learning material and assignments each week (it will vary).

## Late Work Policy

If you are having a problem getting an assignment in on time, please contact the instructor **before** the assignment is due. Otherwise, the instructor reserves the right to not accept late work.

## Grade Scheme

The following grading standards will be used in this class:

<b>Grade</b>	<b>Range</b>
A	93% to 100%
A-	90% to < 93%
B+	87% to < 90%
B	83% to < 87%
B-	80% to < 83%
C+	77% to < 80%
C	73% to < 77%
C-	70% to < 73%
D+	67% to < 70%
D	60% to < 67%
F	0% to < 60%

## Canvas Information

Course content, grades, and communication will occur primarily through Canvas.

- [usu.instructure.com](https://usu.instructure.com)
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#).
  - (435) 797-HELP(4357)
  - [Live Chat](#)[Links to an external site.](#)
  - [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

## Note About Course Development

We are excited to offer this course to you this fall (2024). Note that at the time of this writing the course is still under development and this syllabus is subject to change as the course is

finalized. I am actively developing content, assignments, and assessments to ensure a valuable learning experience. Any changes will be reflected in the weekly modules.

### Course AI Policy

In trying to create an AI policy for a class where you will be learning about AI, I came across one that communicates exactly what I want to say. This source was found for me using the AI application “Perplexity” when I asked it for examples of university course AI policies. The source for this policy is <https://danielstanford.substack.com/p/the-best-ai-syllabus-policies-ive>[Links to an external site.](#) . The original author, however, is Lance Cummings, PhD from UNC-Wilmington and his policy has been designated as Public Domain. It is quoted nearly verbatim here, as I couldn’t have said it better.

This is the AI policy for our class.

Hey everyone! I take a unique approach to writing and content creation compared to some other professors. To me, writing happens in a network between people and technology (not just you sitting in front of a computer typing away). AI is now part of this network, whether we want it to be or not.

My view is that AI will impact us no matter what. But we also have the power to shape how AI develops if we engage with it thoughtfully. This class gives you a safe space to creatively experiment with AI without shame, fear, or guilt.

★ I want to be clear: You will not be penalized just for using AI in this course. Unless I say otherwise for a specific assignment, feel free to try out AI writing assistants and generate content with these tools.

While experimenting freely, keep these points in mind:

AI can demonstrate biases and inaccuracies at times. Always validate the content before accepting it.

Be cautious with data privacy. Don't input anything too personal or private. You can't control where it ends up. If you wouldn't post it on the internet, don't give it to an AI.

Recognize the limitations. AI doesn't truly comprehend facts or meaning yet. It makes guesses, which means it can confidently provide false information. AI content may initially seem impressive, but it is usually not as good as you think. I call these AI goggles. Take care whenever using AI-generated text.

★ Also, keep in mind that my AI-forward policy only applies to this class. Other professors likely have different rules. Using AI without permission could violate academic integrity policies, so always check the specific guidelines for each class first.

Let's explore AI as a creative tool to augment our skills, not replace them. I'm excited to see what we can discover together! Let me know if you ever have any other questions.

## **University Policies & Procedures**

### **Appropriate Use of Canvas and Other IT Resources**

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with [USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources](#)[Links to an external site.](#) and the accompanying [Terms of use for USU IT](#)[Links to an external site.](#) resources, as well as [Article V-3.B.25.c](#)[Links to an external site.](#) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

### **Classroom Behavior**

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#)[Links to an external site.](#) for more information.

### **Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#)[Links to an external site.](#) further defines academic freedom and professional responsibilities.

### **Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### **Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;

- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)[Links to an external site.](#)

## **Discrimination and Sexual Misconduct**

### **General Overview**

USU strives to provide an environment for students and employees that is free from [discrimination](#)[Links to an external site.](#) and [sexual misconduct](#)[Links to an external site.](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu), or at [equity.usu.edu/report](http://equity.usu.edu/report)[Links to an external site.](#). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](http://sexualrespect.usu.edu)[Links to an external site.](#). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](http://equity.usu.edu/resources)[Links to an external site.](#).

### **Required Reporting of Sexual Misconduct and Threats of Harm**

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practices](#)[Links to an external site.](#) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "[reporting employeeLinks to an external site.](#)" This means that if you share information with me about incidents of [sexual misconductLinks to an external site.](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, , I *will report* that information to the [USU Title IX CoordinatorLinks to an external site.](#) I will also share with you information about [designated confidential resourcesLinks to an external site.](#), [supportive measuresLinks to an external site.](#), and [how you can file a reportLinks to an external site.](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resourcesLinks to an external site.](#) available to you.

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) Links to an external site.](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

### **Students Who are Pregnant or Have a Pregnancy-Related Condition**

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be

approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

*Office of Equity:* Distance Education, Room 400, Logan Campus, 435-797-1266, [Office of Equity: Pregnancy and Pregnancy Related Conditions](#)[Links to an external site.](#).

### **Inclusive Excellence**

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the [Inclusive Excellence Office](#)[Links to an external site.](#).

### **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the [Academic Grievances section of the Course Catalog](#)[Links to an external site.](#).

### **Full details for USU Academic Policies and Procedures**

- [Acceptable Use of University Computing Resources](#)
- [Can](#)[Links to an external site.](#)[Academic Policies and Practices \(USU Catalog\)](#)[Links to an external site.](#)
- [Student Conduct](#)[Links to an external site.](#)
- [Student Code](#)[Links to an external site.](#)
- [Links to an external site.](#)[Academic Freedom and Professional Responsibility Policy](#)

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See [USU Emergency Management](#)[Links to an external site.](#) for more information.

## General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

## Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#)[Links to an external site.](#).

Students are also encouraged to download the [“SafeUT App”](#)[Links to an external site.](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

## Online Course Fee

\$15 per credit course fee is applied to all online courses to support digital technologies and support services required for engaging and effective online learning.

## Course Summary:

Date	Details	Due
Sun Sep 1, 2024	Discussion Topic Introduce Yourself!	due by 11:59pm
Sun Sep 8, 2024	Discussion Topic Module 1: Perplexity	due by 11:59pm
	Assignment Summarize with Copilot	due by 11:59pm

	Assignment Thinking Group Organization	due by 11:59pm
Sun Sep 15, 2024,	AI Article and ChatGPT Discussion	due by 11:59 pm
Sun Sep 22, 2024	AI in Education Group Discussion	due by 11:59 pm
	Assignment Chat PDF	due by 11:59pm
Sun Sep 29, 2024	Assignment AI Writing Exercise	due by 11:59 pm
Sun Oct 6, 2024	Discussion Topic AI Art Generators	due by 11:59pm
Sun Oct 13, 2024	Quiz Anonymous Mid-Course Survey	due by 11:59pm
Sun Oct 20, 2024	Discussion Midjourney Share + Prompts	due by 11:59pm
	Assignment Midjourney Advanced	due by 11:59 pm
Sun Oct 27, 2024	Assignment AI Generated Audio	due by 11:59pm
Sun Nov 3, 2024,	Assignment AI Generated Video	due by 11:59 pm
Sun Nov 10, 2024	Discussion Topic Generative AI Video	due by 11:59pm
Sun Nov 17, 2024	Assignment Chatbot Quiz	due by 11:59pm
	Assignment RAG Chatbots	due by 11:59pm
Sun Dec 1, 2024	Assignment Personal Learning with AI	due by 11:59pm
Wed Dec 4, 2024	Assignment Share What You Learned	due by 11:59pm
Sun Dec 8, 2024	Assignment Final Reflection	due by 11:59 pm