CAS WR 250: AI LITERACY FOR WRITING

In Workflow

a. CASWR Scheduler (akhall@bu.edu)
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e. University Gen Ed Committee Chair (aurias@bu.edu; sbarry2@bu.edu)

Approval Path

a. Mon, 04 Nov 2024 15:54:16 GMT
   Alyssa Hall (akhall): Approved for CASWR Scheduler
b. Mon, 04 Nov 2024 16:07:07 GMT
   SARAH MADSEN HARDY (smhardy): Approved for CASWR Chair

New Proposal

Date Submitted: Fri, 01 Nov 2024 23:26:52 GMT

Viewing: AI Literacy for Writing

Last edit: Mon, 04 Nov 2024 18:34:21 GMT

Changes proposed by: pfassihi

Section 1 – Provenance of Proposal

Proposer Information

Name	Title	Email	School/College	Department Name
Pary Fassihi	Senior Lecturer	pfassihi@bu.edu	College of Arts & Sciences	Writing Program

Section 2– Course or Cocurricular Activity Identifiers – For Proposer Use

What are you proposing?
Course

College/Unit
College of Arts & Sciences

Department, if relevant
WRITING PROGRAM

Subject Code
CAS WR - Writing

Course Number
250

Course/Cocurricular Title
AI Literacy for Writing

Short Title
AI LIT&WR

This is:
A New Course

Did you submit a CTL stipend application for the development of this course or cocurricular?
No

I would like this course or cocurricular to be reviewed for inclusion in a BU Hub Pathway.
No

Bulletin (40-word) Description

This course provides a foundational understanding of generative AI and its impact on the writing landscape and society. Students explore GAI tools, addressing ethical considerations and real-world applications, and create projects blending traditional writing with multimodal approaches.

Prerequisites, if any:

First-Year Writing Seminar and Writing, Research, and Inquiry

Course Type (for Scheduling Purposes):

Independent (seminar or other course with no ancillary components)

Delivery Type

Face-to-Face

Credits

4

Please justify this number of credits, with reference to BU's Policy on Credit Assignment and to the combination of required contact hours and student effort detailed in your proposed course syllabus.

This 4-credit course requires a total of 12-16 hours of work per week. The course includes 150 minutes of face-to-face instruction each week through lectures, discussions, and team workshops. Additionally, significant out-of-class work is expected, including assigned readings, low-stakes writing exercises, reflection papers, research assignments, peer reviews, and the development of multimodal projects. The in-class and outside of class workload ensures in-depth student engagement with the course content, aligning with the standards for a 4-credit course.

Is this course repeatable for additional credit?

No

Section 3 - General Education – For Proposer Use

4. Diversity, Civic Engagement, and Global Citizenship

Ethical Reasoning (ETR)

Ethical Outcome 1

Students will make informed judgments on ethical questions surrounding GAI, engaging in meaningful dialogue with peers who may hold differing perspectives.

Ethical Outcome 2

Students will build the vocabulary and skills needed to reflect on their ethical responsibilities as GAI users, including toward those whose work is used to train GAI models and those who contribute to the development of these technologies.

Ethical Outcome 3

Students will learn to critically assess the environmental implications of GAI, demonstrating an ability to evaluate the ethical considerations of GAI in both personal and societal contexts.

5. Communication

Writing-Intensive Course (WIN)

Writing Intensive Outcome 1

Students will be able to incorporate GAI tools as they craft responsible, considered, and well-structured writing that is appropriate to genre, intended audience, or rhetorical situation.

Writing Intensive Outcome 2

Students will be able to read and interpret texts and media, including those generated by AI, with understanding, engagement, appreciation, and critical judgment.

Writing Intensive Outcome 3

N/A

Intellectual Toolkit

Creativity/Innovation (CRI)

Creativity Outcome 1

Students will demonstrate an understanding of creativity as a learnable, iterative process, using GAI to imagine new possibilities for communication. Through iterative interactions with GAI tools and experimentation with multimodal forms, students will practice creative thinking, revising ideas and methodologies based on feedback from peers and instructors.

Students will engage in metacognitive reflection on their creative process, evaluating the choices they made regarding risk-taking and innovation. This reflection will include an assessment of individual and institutional factors that influence creative expression, particularly in the context of integrating GAI tools.

Creativity Outcome 2

Students will create a multimodal work by incorporating both traditional and GAI practices, applying the iterative processes of creativity, feedback, and self-evaluation. They will engage in the creative process to conceive and execute innovative multimodal projects.

How will you evaluate whether learning outcomes for the relevant areas have been met (e.g. exams/papers, projects, portfolios, and reflections)? Please be explicit.

Record Answer Here:

Students in this course will develop critical skills through a series of assignments that emphasize a process of planning, experimenting, and reflecting on their use of generative AI tools in writing. Class activities will provide opportunities for students to engage in collaborative learning, participate in peer feedback sessions, and apply GAI technologies to both traditional and multimodal writing formats.

The course will include assigned readings from books, scholarly articles and online resources. Students will view relevant videos and listen to podcasts. There will be frequent low-stakes exercises, including homework, in-class writing, creative exercises, and multiple reflective writing opportunities. The class will include regular peer review on the academic paper and the final project. Students will engage in team generative AI tool presentations. The semester will end with a multimodal creative final project, which will be scaffolded throughout the semester, and has been built into the course schedule.

Educational Strategies

What educational strategies do you plan to use to encourage students' full engagement in the course/cocurricular both inside and outside of classroom or activity space?

To encourage full student engagement in this course, we will adopt a range of educational strategies that foster active learning and participation both inside and outside the classroom. In-class activities will include interactive workshops where students experiment with generative AI tools and apply their learning to hands-on projects. Active learning strategies such as group discussions and debates will be used to engage students in critical thinking about the ethical, societal, and academic implications of GAI. To further engage the students, they will participate in structured peer collaboration and feedback loops, where they share insights and progress on their projects.

Outside the classroom, students will engage in assignments that include reflective writing exercises and a real-world application project, which encourage them to apply concepts learned in class to independent work as well as teamwork. These assignments will involve exploring GAI tools and developing multimodal projects that require creativity and innovation. These strategies collectively create an environment that values participation, active engagement, and a strong sense of community, empowering students to take ownership of their learning and apply it meaningfully both within and beyond the course.

Attach course syllabus or cocurricular outline & calendar.

Syllabus should be the one you anticipate distributing to students and should be addressed to them. Using the syllabus template and tips posted here https://www.bu.edu/ctl/resources/teaching-in-the-bu-hub/ will help ensure that your syllabus is engaging and incorporates all essential information.

Upload Syllabus/Calendar & Outline

Final WR 250 AI Literacy for Writing Elective Course.pdf

Section 4 - Additional Learning Objectives of Proposed Course/Cocurricular

Do you have Learning Objectives for this Course/Cocurricular in addition to BU Hub Outcomes?

No

Section 5 – Scheduling and Enrollment Information - For Administrator Use

Proposed first semester to be offered as a Hub course/cocurricular.

Fall 2025

Full semester course?
Yes

Course/Cocurricular Location
Charles River Campus

Course/Cocurricular offering pattern
Every Fall
Every Spring

What is your projected minimum capacity across all semesters and sections in an academic year?
2 sections (32 students)

What is your projected maximum capacity across all semesters and sections in an academic year?
6 sections (96 students)

Please explain the basis for anticipating this enrollment total
This is based on the demand and number of sections we have been offering for other upper-level WR courses such as WR 318, WR 320, and WR 415. We believe students will be interested in these Hub units and the topic.

Provide full detail if enrollment is expected to vary, for example, between Fall and Spring semesters
We don't expect enrollment to vary between semesters.

Does this course/cocurricular have capacity for more students to enroll?
Yes

Do you propose to reserve seats for specific student populations?
No

Sequencing. Aside from having or serving as a pre-requisite, does this course/cocurricular build on and/or lay groundwork for others?
No

Additional comments about the intended value and impact of this course/cocurricular:
AI literacy is an important skill across fields and professions. Students need knowledge and practice in order to use it responsibly.

Section 6 – Resource Needs and Sustainability – For Administrator Use

Facilities and equipment. Are any special facilities, equipment, and other resources needed to teach this course/cocurricular?
No

Staffing: Will the staffing of this course/cocurricular affect the staffing support for other areas?
Yes

Please explain.
A few faculty who currently teach other WR courses such as WR 120, WR 151, WR 152, and WR 153 would be teaching this course instead. We will need to staff the WR courses they used to teach with additional part-time lecturers or new full-time lecturers.

Budget and Cost. Will start-up and continuation of the course/cocurricular entail costs not already discussed (e.g., transportation costs, lost wages, a criminal record check, etc.)? Does this experience require waivers of liability or background checks?
No

Sustainability: Which members of your staff are prepared to teach this course/cocurricular regularly or on a rotational basis? Please explain.
Senior lecturer Pary Fassihi and master lecturer Chris McVey have subject area knowledge, having participated in the Writing Program's AI teaching pilot last year and taught 100-level courses on AI topics. Five additional Writing Program faculty are participating in the same pilot this year, and we are currently seeking to hire someone with AI writing pedagogy expertise.

Section 7 – Additional Notes – For Proposer and Administrator Use

Please provide any additional comments about the intended value and impact of this course/cocurricular. If this is a resubmission, please summarize the changes that were made to the proposal form and/or the syllabus/outline and calendar.

Key: 2859

WR 250
AI Literacy for Writing

Instructor Name: Pary Fassihi, Ed.D **Course Dates**: Fall 2025
Office Location: 100 Bay State Rd. **Course Time & Location**:

Contact Information: pfassihi@bu.edu

Office Hours: M/W/F 1-2pm

Course Credits: 4 credits 3 BU Hub Units (1.Ethical Reasoning, 2. Writing Intensive 3. Creativity/Innovation)

Course Description

Recent advancements in generative AI are transforming the relationship between technology and writing. As these tools become more integrated with the technologies we depend on, developing new skills will be crucial for writing both ethically and effectively. This course offers students from diverse backgrounds and disciplines a foundational understanding of generative artificial intelligence (GAI) and its impact on communication, research, society, and the workforce. By critically exploring a range of GAI tools, students will gain the ability to navigate a world increasingly shaped by GAI, while engaging with ethical considerations, real-world applications, and academic research. Through projects that combine traditional writing techniques with multimodal forms, students will be equipped to adapt to the evolving demands of writing in the digital age.

Learning Outcomes

This course fulfills BU Hub units in **Ethical Reasoning**, **Writing Intensive,** and **Creativity/Innovation**.

Writing Intensive

- Students will be able to incorporate GAI tools as they craft responsible, considered, and well-structured writing that is appropriate to genre, intended audience, or rhetorical situation.
- Students will be able to read and interpret texts and media, including those generated by AI, with understanding, engagement, appreciation, and critical judgment.

Ethical Reasoning

- Students will make informed judgments on ethical questions surrounding GAI, engaging in meaningful dialogue with peers who may hold differing perspectives.
- Students will build the vocabulary and skills needed to reflect on their ethical responsibilities as GAI users, including toward those whose work is used to train GAI models and those who contribute to the development of these technologies.

- Students will learn to critically assess the environmental implications of GAI, demonstrating an ability to evaluate the ethical considerations of GAI in both personal and societal contexts.

Creativity/Innovation

- Students will demonstrate an understanding of creativity as a learnable, iterative process, using GAI to imagine new possibilities for communication. Through iterative interactions with GAI tools and experimentation with multimodal forms, students will practice creative thinking, revising ideas and methodologies based on feedback from peers and instructors.
- Students will engage in metacognitive reflection on their creative process, evaluating the choices they made regarding risk-taking and innovation. This reflection will include an assessment of individual and institutional factors that influence creative expression, particularly in the context of integrating GAI tools.
- Students will create a multimodal work by incorporating both traditional and GAI practices, applying the iterative processes of creativity, feedback, and self-evaluation. They will engage in the creative process to conceive and execute innovative multimodal projects.

Instructional Format, Course Pedagogy, and Approach to Learning

Students in this course will develop critical skills through a series of assignments that emphasize a process of planning, experimenting, and reflecting on their use of GAI tools in writing. Class activities will provide opportunities for students to engage in collaborative learning, participate in peer feedback sessions, and apply GAI technologies to both traditional and multimodal writing formats.

You will undertake various projects designed to help you integrate GAI tools into your writing practices. You will explore the ways GAI technologies can support writing, research, creativity, and ethical decision-making in academic and professional contexts. Through individual and group multimodal research projects, you will experiment with GAI tools, reflect on their impact, and evaluate the broader implications of GAI on writing and communication. This process will encourage you to adapt your inquiry and presentations for different audiences and purposes, further enhancing your flexibility as a writer and thinker.

Books and Other Course Materials

All of our course content will be chapters of a book as well as electronic scholarly and non-scholarly articles, blog posts, videos and podcasts, ***which will be housed on our course site***. Articles and book chapters include, but are not limited to:

Bonsignore, Elizabeth, and Matthew Wallace. "Generative AI Has an Intellectual Property Problem." *Harvard Business Review*, 20 Apr. 2023, https://hbr.org/2023/04/generative-ai-has-an-intellectual-property-problem.

Brandom, Russell. "Transparency's AI Problem." *Knight First Amendment Institute at Columbia University*, 27 June 2023, https://knightcolumbia.org/content/transparencys-ai-problem.

Chatterjee, Rhitu. "Artificial Intelligence Can Enshrine Racial Bias in Health Care. Here's How Some Are Trying to Stop It." *NPR*, 6 June 2023, https://www.npr.org/sections/health-shots/2023/06/06/1180314219/artificial-intelligence-racial-bias-health-care.

Heaven, Will Douglas. "People Are Using Google Study Software to Make AI Podcasts — and They're Weird and Amazing." *MIT Technology Review*, 3 Oct. 2024, https://www.technologyreview.com/2024/10/03/1104978/people-are-using-google-study-software-to-make-ai-podcasts-and-theyre-weird-and-amazing/.

Student Guide to AI: A How-To Manual. 2023, https://studentguidetoai.org/ai-how-to-manual/.

"Student Guide to AI Literacy." *AI and Writing Commons*, 2023, https://aiandwriting.hcommons.org/student-guide-to-ai-literacy/.

Ng, Edward. "How Language Gaps Constrain Generative AI Development." *Brookings*, 15 July 2023, https://www.brookings.edu/articles/how-language-gaps-constrain-generative-ai-development/.
AI Tools Guide. Georgetown University Library, 2023, https://guides.library.georgetown.edu/ai/tools.

Bowen, Jose Antonio, and C. Edward Watson. *Teaching with AI: Foundations and Applications.* Johns Hopkins University Press, 2024.

Howell, Mark. "How Generative AI Can Augment Human Creativity." *Harvard Business Review*, 12 July 2023, https://hbr.org/2023/07/how-generative-ai-can-augment-human-creativity.

Davenport, David. "Generative AI and Bias: An In-Depth Analysis." *Bloomberg*, 2023, https://www.bloomberg.com/graphics/2023-generative-ai-bias/.

Gaskins, Nettrice. "The Boy on the Tricycle: Bias in Generative AI." *Medium*, 2023, https://nettricegaskins.medium.com/the-boy-on-the-tricycle-bias-in-generative-ai-d0fd050121ec.

Taylor, James. "The Uneven Distribution of AI's Environmental Impacts." *Harvard Business Review*, 14 July 2024, https://hbr.org/2024/07/the-uneven-distribution-of-ais-environmental-impacts.

"Privacy in the AI Era: How Do We Protect Our Personal Information?" *Stanford HAI*, 2023, https://hai.stanford.edu/news/privacy-ai-era-how-do-we-protect-our-personal-information.

"AI in Writing: Benefits, Risks, and Ethical Concerns." *YouTube*, uploaded by AI Insights, 2023, https://www.youtube.com/watch?v=G2fqAlgmoPo.

"History of Generative AI." *Business Management Blog*, 2023, https://businessmanagementblog.com/history-of-generative-ai/.

"Five Things Every College Student Should Know About AI-Assisted Writing." *Boston University Center for Teaching and Learning*, 2023, https://www.bu.edu/teaching-writing/resources/five-things-every-college-student-should-know-about-ai-assisted-writing/.

Marr, Bernard. "A Simple Guide to the History of Generative AI." *Bernard Marr & Co.*, 2023, https://bernardmarr.com/a-simple-guide-to-the-history-of-generative-ai/.

Gates, Bill. "The Risks of AI Are Real but Manageable." *Gates Notes*, 2023, https://www.gatesnotes.com/The-risks-of-AI-are-real-but-manageable.

"Visual Explainer: How AI Chatbots like ChatGPT or Bard Work." *The Guardian*, 1 Nov. 2023, https://www.theguardian.com/technology/ng-interactive/2023/nov/01/how-ai-chatbots-like-chatgpt-or-bard-work-visual-explainer.

Courseware and Tools

Our class has a Blackboard site that contains the syllabus, assignments, and other course-related materials. You can log in to our Blackboard page at: http://learn.bu.edu/. We will also be using ChatGPT 4o (all students will be required to subscribe to the paid version of ChatGPT 4o. The cost of subscription is in lieu of students' textbook purchase).

In addition, we will be exploring many free generative AI tools throughout the semester, such as Google's NotebookLM, Adobe's Firefly, Adobe Express, Perplexity.ai, Microsoft CoPilot, etc.

All Boston University students have free access to Microsoft Office (a suite of basic personal and professional computing software) and to Adobe Creative Cloud (a suite of design and multimedia communication software). Most BU courses require Microsoft Office or the equivalent.

- Download your free Microsoft Office suite here: https://www.bu.edu/tech/services/cccs/desktop/distribution/microsoft/studentoffice/.
- Request your free Adobe Creative Cloud license here: http://www.bu.edu/tech/services/teaching/digital-multimedia-production/adobe-creative-cloud/request/

Additional Resources

Audio Recording Studios: The recording studio will be available only by advance appointment and only for single-student recordings. Availability will be limited. Please contact Frank Antonelli (fantonel@bu.edu) for scheduling.

In-Person Tutorial Sessions: For hands-on tutorial sessions introducing the basic functions of various Adobe applications, such as Audition and Premiere Pro, please contact Dan Rabinowitz (rabinowitz@bu.edu).

Course Requirements and Assignments

- Assigned readings
- Frequent low-stakes exercises, including homework, in-class writing, creative exercises, and reflective writing
- Regular peer review
- Regular class attendance and active participation
- Mini GAI tool presentations
- A paper exploring the ethics of a particular application of AI
- A multimodal creative project

Grading

1. Participation and Engagement: 15%
   Regular participation in class discussions and workshops, engaging critically with course materials and peers.

2. Paper: 25%
   A 4-5 page paper exploring a specific GAI tool's impact on a chosen field of study and professional or societal context, including ethical considerations and practical applications

3. Multimodal Creative Project & Presentation: 30%
   A multimodal semester project culminating in one of the following: podcast, video, brochure, digital art, interactive website or blog, virtual exhibit/gallery, interactive ebook, educational app prototype, virtual conference presentation (other project subject to instructor approval) where students explore a specific GAI tool's impact on a chosen field of study and professional or societal context, including ethical considerations and practical applications (includes all mini-assignments completed during the scaffolding process).

4. GAI Weekly Tool Presentations: 15%
   Students will research and choose a GAI tool of their choosing, demonstrate creative uses of their chosen tool, and review the pros and cons as well as the ethical practices of using the specific tool.

5. Reflection Papers: 15%
   Multiple short reflection assignments on the ethical, societal, and academic implications of GAI.

Instructor Feedback

I am committed to providing you with timely written or oral feedback on one draft of each major assignment and written feedback on the final version of each major assignment. You can generally expect my responses to your drafts within one week of your punctual submission of them; I will do my best to return comments on final versions within two weeks.

Late and Missed Assignments

You are allotted a time bank of 2 days that can be used in 24-hour units to extend the deadline of your final/revised assignments beyond their due dates. This time bank will be tracked on the Google doc. that I share with you. This eliminates the need to request extensions and allows you some flexibility in managing your workflow. After you use up your time bank, you would need to email/talk to me if you anticipate needing an extension. Please note that we will regularly work with exercises and drafts in class. If you are late with these assignments, you will be unable to participate fully in the class.

Resources

CAS Writing Center

The CAS Writing Center offers free, one-on-one appointments with well-trained peer writing consultants for students to discuss their work for WR courses. These writing consultations are collaborative conversations in which you can expect to be actively involved. Our consultants will not edit or correct your work for you, but they will ask you questions and offer suggestions to help you do your own best work.

Consultants will work with you at any stage in the drafting or revision process, and on any type of assignment for your WR course, including non-academic and creative writing assignments, presentations, and multimedia projects. The Writing Center strives to be an inclusive space for students of all identities and all linguistic and cultural backgrounds. We are particularly eager to support multilingual students, first-generation college students, and anyone else who is hoping to build their confidence and skill as a writer.

To ensure that we can offer support to as many students as possible, students can typically book one 45-minute consultation each week. You can schedule an appointment by visiting our website: http://www.bu.edu/writingprogram/the-writing-center/

Academic Integrity

In this class, we will discuss conventions for using and citing sources in academic papers and in other genres we study. Cases of plagiarism will be handled in accordance with the disciplinary procedures described in Boston University's Academic Conduct Code. All WR students are subject to the CAS code, which can be read online:
http://www.bu.edu/academics/resources/academic-conduct-code/

AI-use Policy

Artificial intelligence (AI) is shifting how we experience reading and writing. AI tools include translators such as DeepL, writing and grammar aids such as Grammarly, large language models and chatbots such as ChatGPT, image and video generators such as Dall-E, and more. Like any other tools, AI can both enhance and hinder our capacity to learn. **Given that this class teaches AI literacy, we will adopt the following policy on AI-mediated and AI-generated writing.**

In general, AI use is allowed in the following situations throughout the semester:
- **brainstorming ideas**: brainstorming potential arguments and counterarguments for a paper, coming up with possible discussion questions for a reading, brainstorming stakeholders to a particular issue, etc.
- **brainstorming vocabulary**: coming up with keywords and synonyms
- **translating short passages**: translating words or short phrases (*not* entire paragraphs or papers)
- **understanding readings:** translating complex terms, explaining difficult concepts or cultural references (while evaluating these cautiously), offering bullet-point takeaways from a long and dense text, etc.
- **seeking feedback on writing:** asking for feedback on a specific aspect of your writing such as relative clauses or verb tenses (*not* asking AI to rewrite or "fix" your writing), asking for suggestions for wording that is more direct, succinct, etc.
- **explaining and modeling course concepts:** asking AI to explain a concept or to give examples/models of a concept

It is not necessary to cite the AI tool for the authorized uses detailed above. If I authorize additional uses of AI tools for particular assignments, I will do so explicitly, and I will offer guidance on if and how to acknowledge your AI assistance.

Additionally, I ask that you abide by the following principles of AI use:

- **Use AI only in the ways and to the extent that is allowed.** Excessive or inappropriate use of AI can be considered academic misconduct and a violation of the [Academic Conduct Code](). If you are unsure whether a specific use is allowed, please ask.

- **In general, use AI-assistance as a tool to develop your writing and critical thinking skills, rather than as a producer of text.**

- **Take responsibility and ownership of everything you produce in class.** Remember that you are responsible for everything you submit in class, whether or not you use AI or other learning tools. Make sure that your work is produced in accordance with this policy, and that it accurately demonstrates *your* learning and progress.

Please keep in mind: Ultimately, I want you to embrace this journey ensuring that your voice leads the way, perhaps augmented, but not overshadowed, by the capabilities of Generative AI.

Additional Resources

Additional student resources can be found [here](https://www.bu.edu/wpnet/files/2023/07/RESOURCES-1.pdf) (https://www.bu.edu/wpnet/files/2023/07/RESOURCES-1.pdf).

Inclusion in Our Community

Classroom Climate

In this class, we are committed to treating each other equitably and inclusively. We respect one another's dignity and privacy; treat one another fairly; and honor one another's experiences, beliefs, perspectives, abilities, and backgrounds, regardless of race, religion, language, immigration status, sexual orientation, gender identification, disability status, socio-economic

status, national identity, or any other identity markers. We appreciate the language variation within our community, and as we develop strategies to communicate effectively in college and beyond, we recognize that the norms of academic writing, and of writing in general, are constantly evolving. We value open-minded inquiry, and we critically engage with ideas in diverse texts to learn about perspectives diverging from our own. We acknowledge that doing so may be uncomfortable at times, although it should not make anyone feel unsafe. We seek to challenge ourselves and help one another learn.

This commitment reflects values shared across the Writing Program and the University. If you ever have any concerns about the classroom climate, you are welcome to reach out to me or, if it is more comfortable for you, to the CAS D&I office and its Community Values & Resources Team.

Name and Pronouns

I will ask that all students share their names and pronouns at the beginning of the semester. Please feel free to use any name, given name, nickname, etc. that you wish: your name is not "too hard," and I will work to pronounce it correctly. If you have questions or concerns, or if you need to make a change in your name and/or pronouns mid-semester, please do not hesitate to contact me at any point.

For further information on how to change your name at BU (and for additional support related to gender diversity), please click here. You can also change your name on Blackboard by editing your profile.

Office of Disability and Access Services

I recognize that all of us learn in different ways. If there are circumstances that may affect your performance in this class, please talk to me as soon as possible so that we can work together to develop strategies for accommodations that will meet your learning needs and the requirements of the course. Whether or not you have a documented disability, BU provides many support services that are available to all students.

Disability & Access Services (https://www.bu.edu/disability/) is the office responsible for assisting students with disabilities. If you have a disability that interferes with your learning (whether visible or invisible, physical or mental), you are encouraged to register with this office. Disability & Access Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you can share with your teachers; specific information about your disability will remain private. If you have any questions about accommodations or what constitutes a disability, I invite you to speak with me or to Disability & Access Services.

Weekly Calendar (Schedule of Readings and Assignments)

This schedule is intended as a blueprint and is subject to change based on the needs of the class. Any changes will be announced in class and will be posted on Blackboard. *Please note: The Homework section on Blackboard will have more details each week for specific due dates and the daily activities.*

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I. Introduction to GAI in Academic Writing

This module introduces you to the fundamentals of AI, particularly GAI, and its relevance in academic writing and research. You will explore how GAI tools can be applied in gathering, synthesizing, and presenting information. Emphasis will be placed on understanding the capabilities and limitations of GAI in academic writing.

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<th>Week/Topics</th>
<th>Readings/Activities</th>
<th>Assignment(s) Due/Notes</th>
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Week 1 Welcome and introduction to the course; History and Context of GAI in Communication

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- Syllabus Review
- Student introductions
- Community Guidelines
- Introduction to Generative AI
- *Review:* A Brief History of Generative AI

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Week 2 Introduction to GAI; GAI and the Writing Landscape

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- Viewing and discussion on the Historical Context and Evolution of AI
- *Reading:* Five Things Every College Student Should Know About AI-assisted Writing (CAS Writing Program)
- *Reading:* A Simple Guide to the History of Generative AI
- *Reading:* Bowen& Watson, Chapter 3: AI Literacy
- Introduction to fundamentals of Prompt Engineering

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Reflection Paper Due
(*Prompt*: Reflect on your initial understanding of GAI: What excites you about the possibilities of using GAI for academic work? What concerns or questions do you have about its impact on authenticity, originality, and ethics? In what ways do you think GAI might challenge or support traditional writing and creative practices?")

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Week 3 GAI Evolution: From Theory to Practice; Limitations of GAI in Writing & Research; GAI & Bias

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- Fundamentals of Prompt Engineering (in-class activity)

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- Due: Weekly readings

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	- *Reading:* [Watch an A.I. Learn to Write by Reading Nothing but….](#) - *Reading:* [How AI chatbots like ChatGPT or Bard work – visual explainer](#)	
Week 4 Introduction to Generative AI Tools for Writing and Research; Using AI Tools for Research	- Reading: Bowen & Watson: Chapter 2: A New Era of Work - Introduction to short academic paper on GAI and Writing - Weekly GAI student tool presentations	**Reflection Paper Due** (*Prompt*: Reflect on the strengths and limitations of using GAI tools for writing in some aspect of your current schoolwork in any discipline.ow do these tools shape or challenge traditional practices? Describe at least one ethical problem that GAI raises in this specific disciplinary context.)

II. Using GAI in Academic Writing and Research

In this module you will learn about the practical applications of GAI in academic writing, while considering ethical concerns like plagiarism, authorship, and responsible use. You will experiment with integrating GAI into your work, using GAI to find scholarly sources, exploring questions around intellectual property and the proper attribution of AI-generated content. Through discussions and reflections, you will gain insights into the benefits GAI tools afford as well as the ethical challenge they present in writing.

Week/Topics	Readings/Activities	Notes/Deadlines
Week 5 Practical applications of GAI in Writing, Research & Communication; Using GAI to Brainstorm	- Discussion and review of sample GAI applications in writing and finding source material - Weekly GAI student tool presentations	- Due: Academic paper topic and planning document - Review guidelines for final multimodal project
Week 6 AI and Intellectual Property: Plagiarism and Authorship; Using GAI as a Research Assistant	- Reading: [Generative AI Has an Intellectual Property Problem](#) - Debate preparation - Case study analysis & discussions on GAI and authorship	- Due: Weekly readings - Due: Revised academic paper plan - **Due: Reflection Paper** (*Prompt:* Consider the ethical questions surrounding authorship in GAI. How do you view the

Week/Topics	Readings/Activities	Notes/Deadlines
	- Human-human and human-AI debate - Weekly GAI student tool presentations	responsibility of acknowledging GAI's role in generating content, and what ethical concerns arise when using AI-generated ideas or text as part of your own writing?")
Week 7 Incorporating Sources into Academic Papers using GAI as an Assistant	- Exploration & training of GAI research tools - Using GAI tools to incorporate sources into academic research papers - In-class workshop on final multimodal project: Peer discussion of project ideas - Weekly GAI student tool presentations	- Due: Student Teams Tool Mini-Presentations - Due: Draft of short academic research paper - Due: Project ideas
Week 8 Human and GAI Feedback on Research Papers	- Human-AI Hybrid Writing - Peer Review - Short academic research paper revisions/editing - In-class workshop on final multimodal project: Working towards a detailed plan - Weekly GAI student tool presentations	- Due: Short academic research paper - Final unit reflection

III. Creativity, Innovation & Ethics in GAI Work
This module emphasizes the creative potential of GAI while exploring ethical questions related to bias and originality. You will investigate how biases in AI systems can shape content creation and affect representation, as well as the ethical responsibilities of creators when using AI in multimodal work. Through iterative feedback and reflective exercises, you will develop your capacity for innovative thinking while critically assessing the societal and ethical impacts of GAI on creative expression. Peer feedback will play a key role in refining your projects, encouraging collaboration and innovation.

Week/Topics	Readings/Activities	Notes/Deadlines
Week 9 GAI and Creativity: Exploring New Forms of Expression	- *Reading:* Bowen & Watson, Chapter 4: Reimaging Creativity - *Reading/Listening*: How Generative AI Can	- Due: Weekly readings - Due: Project topic & ideas due for peer discussion

	- <u>Augment Human Creativity</u> - In-class workshop on final multimodal project: Project topic & Modality - Weekly GAI student tool presentations	
Week 10 Creativity, Bias, and Representation in GAI	- *Reading:* <u>Humans are biased: Generative AI is even worse</u>. - In-class workshop on final multimodal project: Details on project ideas poster style presentations - Weekly GAI student tool presentations	- Due: Weekly readings - Due: Reflection Paper: (*Prompt*: Reflect on how biases in GAI systems might shape or limit creative work, especially in terms of representation, fairness, and originality. In what ways did you address or consider these biases in your own project, and how do you think AI creators and users can work together to ensure diverse, ethical, and inclusive content in creative outputs?") - Due: Project ideas mini-presentation
Week 11 Developing Multimodal Projects with GAI's Assistance	- *Reading*: <u>The Boy on the Tricycle: Bias in Generative AI</u> - In-class workshop on final multimodal project: Exploration and training of GAI and non-GAI tools for final project - Exploring the bias and ethics in GAI tools - Weekly GAI student tool presentations	- Due: Weekly readings
Week 12 Workshopping Multimodal Projects; Peer Feedback	- In-class workshop on final multimodal project: Peer check-in - Weekly GAI student tool presentations	- Due: Reflection Paper: (*Prompt:* While completing your final project, consider the ethical choices you are making while integrating

		GAI into your creative work. How do you navigate questions of originality, ownership, and attribution when using AI-generated content? Reflect on how these choices may influence the final product and what ethical responsibilities you believe creators have when using GAI tools."

IV. AI Literacy in Real-World Applications & Closing Reflection

In this final module, you will reflect on the ethical, societal, and environmental implications of AI, examining issues like data privacy, energy consumption, and sustainability. You will end the unit by reflecting on the semester and your vision for the future of GAI in the world.

Week/Topics	Readings/Activities	Notes/Deadlines
Week 13 Reflection on GAI's Environmental Impact	- *Reading:* The Uneven Distribution of AI's Environmental Impact - In-class workshop on final multimodal project: Instructor check-in	- Due: Final Project Draft
Week 14 Reflection on GAI's Data Privacy	- *Reading:* Privacy in an AI Era: How Do We Protect Our Personal Information? - In-class workshop on final multimodal project	- Due: Final Project
Week 15 Final Reflections on AI's Societal Impact and Future Directions	- In-class final project presentations - Final Reflection GAI Activity	- Due: Final Project Presentations - Final Reflection