

## New Graduate Course Proposal

### Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.

Create a PDF of the saved form go to Print and choose **Save as PDF** copy rather than print.

To access the saved form for editing or to finalize submission visit [forms.fitchburgstate.edu](https://forms.fitchburgstate.edu) to log in and view your Pending/Drafts under My Forms.

### Course Title

Course Title: \* AI In Communication Strategy

Proposed Banner Abbreviation: \* AI in Comm

*Banner limit of 30 characters, including punctuation, spaces, and special characters.*

### Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: \* J.J. Sylvia IV

Members of the Graduate Curriculum Committee: J.J. Sylvia IV, Kyle Moody, Viera Lorencova, Randy Howe

Department / Unit Developing: \* Communications Media

Department Chair: \* Mr. Jeffrey Warmouth \* jwarmouth@fitchburgstate.edu

Academic Dean: Dr. Sara Levine slevine@fitchburgstate.edu

Program Chair  Yes  
 No

### Course Information

#### Course Description

\*This course examines how artificial intelligence is impacting human communication and collaboration. After learning the basics of how AI works, you'll get hands-on practice using AI tools as a way of understanding how it can be applied across various industries, with an emphasis on social media. Explore its potential for enhanced creativity, productivity, and decision-making, as well as the ethical and social ramifications of AI in collaboration and communication, including challenges such as privacy, security, and potential biases.

#### Course Objectives

#### Rationale and expected outcomes of offering the Course

\*The emergence of easy-to-use AI tools such as ChatGPT, Bard, Dall-E, and Midjourney are quickly changing the way professionals are working. This course is needed to keep up with the latest industry trends and will give students an understanding of how the technology works, practice using the latest emerging AI tools in the field of communication, and a solid understanding of the ethical challenges surrounding these tools.

#### What are the Learning Outcomes for the Course?

1. Analyze and evaluate the impact of artificial intelligence on various aspects of communication and collaboration.

2. Develop strategies for the ethical and effective implementation of AI technologies in communication and collaboration, considering factors such as privacy, security, potential biases, and the need for human-centered design.

3. Apply critical thinking and problem-solving skills to real-world scenarios involving AI-enhanced communication and collaboration, demonstrating the ability to propose innovative solutions, analyze potential challenges, and assess the societal implications of AI-driven interactions.

Number of Credits:

Discipline Prefix or Prefixes:

Brief rationale if more than one prefix:

Level of Course:  7000  
 8000  
 9000

Brief rationale for level choice:

The course will be:  Requirement  
 Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course?  Yes  
 No

Does this course affect offerings in any other department or program?  Yes  
 No

**Course Enrollment**

Expected Average Enrollment:

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course?  Yes  
 No

Is this an Extended Campus Course?  Yes  
 No

Which semester will this course be offered for the first time?:

How often thereafter to be offered?:

**Course Requirements**

Prerequisite course(s) if any:

Additional Requirements  
 Laboratory Hours:  Fieldwork Hours:   
 Pre-Practicum Hours:  Practicum Hours:

Other Requirements (specify):

**Syllabus Upload**

New Course Syllabus Upload: COMM 7XXX AI in Communication Strategies.pdf

**Signatures**

*Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.*

...3532393939  
*J.J. Sylvia*  
 Requester Signature 04/23/2023  
 Date

...3037393333  
*Sara Levine*  
 Academic Dean Signature 04/24/2023  
 Date

...3632323836  
*Jedd Warmouth*  
 Department Chair Approval 04/24/2023  
 Date

...3733323737  
*Becky Copper Glenz*  
 SGOCE Dean Signature 04/28/2023  
 Date

**Graduate Council**

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

\_\_\_\_\_  
 Graduate Council Chair Signature Date

**Notifications**

Approval of the President

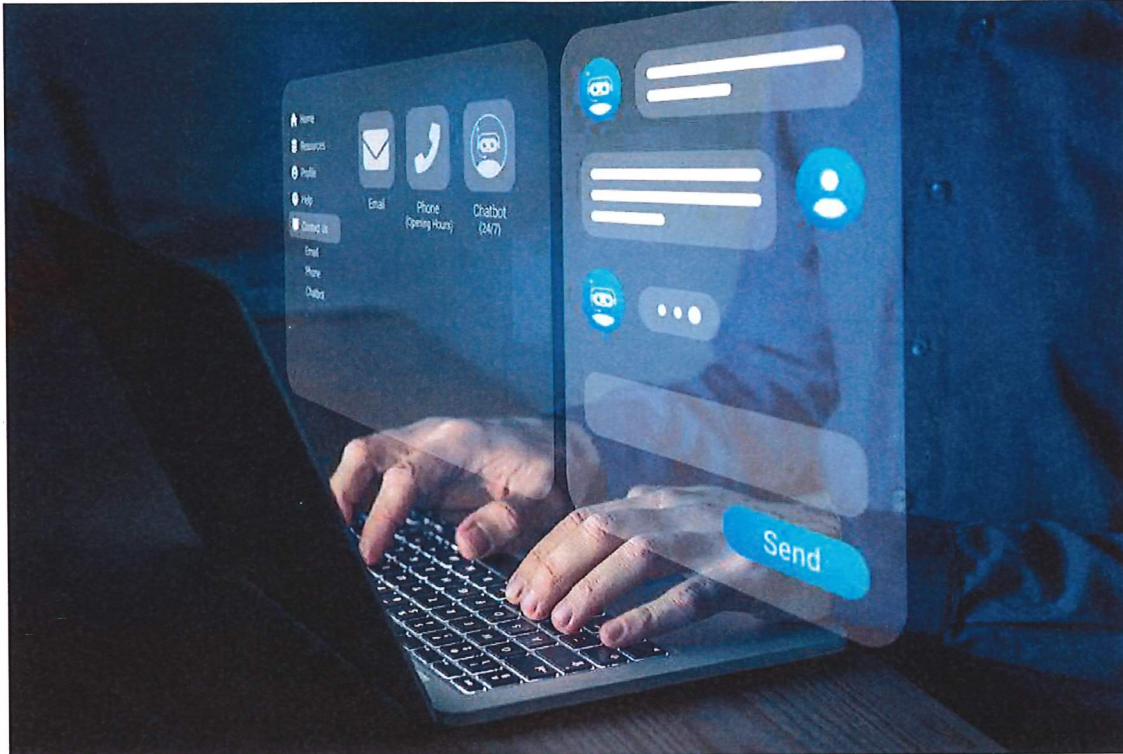
Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date



“How will you add value in the era of generative AI? If you aren’t attempting to answer this question now by choice, it will ultimately be answered for you by force.”  
— Hendrith Vanlon Smith Jr

**Instructor:** Dr. J.J. Sylvia IV (he/him/his)

**Email:** jsylvia3@fitchburgstate.edu

**Telephone:** 978-665-3418

**Office:** CNIC 335

**Office Hours:**

Meetings available via appointment using Google Meetup

**Department:**

Communications Media

**Course Details:**

Online accelerated course. Meets online and is worth 3 credits.

## Course Description

This course examines how artificial intelligence is impacting human communication and collaboration. After learning the basics of how AI works, you'll get hands-on practice using AI tools as a way of understanding how it can be applied across various industries, with an emphasis on social media. Explore its potential for enhanced creativity, productivity, and decision-making, as well as the ethical and social ramifications of AI in collaboration and communication, including challenges such as privacy, security, and potential biases.

## Objectives

Upon completion of this course, you should be able to:

- Analyze and evaluate the impact of artificial intelligence on various aspects of communication and collaboration.
- Develop strategies for the ethical and effective implementation of AI technologies in communication and collaboration, considering factors such as privacy, security, potential biases, and the need for human-centered design.
- Apply critical thinking and problem-solving skills to real-world scenarios involving AI-enhanced communication and collaboration, demonstrating the ability to propose innovative solutions, analyze potential challenges, and assess the societal implications of AI-driven interactions.

## Course Assignments

<u>Assignment Breakdown</u>	<u>Grading</u>	<u>Due Date</u>
Packback Discussions	25%	Question by 11:59 pm on Thursday 2 Responses by 11:59 pm on Sunday
Social Media Campaign	30%	TBD
AI Tool Presentation	20%	TBD
Quizzes	25%	Weekly

### Overview:

#### **Assignment 1: AI Tool Exploration Video Presentation (25%)**

Students will explore and experiment with an AI tool relevant to communication and collaboration (e.g., sentiment analysis tool, chatbot, or content generation tool). They will create a 10-15 minute video presentation discussing their experience, the tool's functionality, potential applications in their industry, and a demonstration of the tool in action.

#### **Assignment 2: AI-Enhanced Social Media Campaign Project (30%)**

Students will design a social media campaign using AI technology (e.g., AI-generated content, ad targeting, or analytics tools) for a chosen organization or cause. They will prepare a 5-7 page report detailing the campaign strategy, the AI tools employed, and an analysis of the ethical implications of using AI in this context. The report should also include recommendations for addressing potential ethical concerns and ensuring the campaign adheres to human-centered design principles.

#### **Assignment 3: Privacy, Security, and Bias Online Discussion using Packback (20%)**

Throughout the course, students will participate in weekly online discussions using the Packback platform, engaging with their peers on topics related to privacy, security, and bias in AI-enhanced communication. Students will be expected to post thoughtful, well-reasoned responses to prompts and contribute to the ongoing discussion. Participation and the quality of contributions will be assessed, and this assignment will account for 20% of the final grade.

#### **Assignment 4: Weekly Reading Quizzes (25%)**

Each week, students will complete a brief online quiz covering the assigned readings. The quizzes will test comprehension and understanding of the key concepts and ideas presented in the readings. These quizzes can be retaken as many times as desired.

## Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

### Packback Requirements:

Your participation on Packback will count toward 25% of your overall course grade.

There will be a weekly Sunday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended question every week with a minimum Curiosity Score of 65, worth 50 pts of each assignment grade
- 2 responses every week with a minimum Curiosity Score of 65, worth 50 pts of each assignment grade

Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

### How to Register on Packback:

An email invitation will be sent to you from [help@packback.co](mailto:help@packback.co) prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://app.packback.co> and clicking "Sign up for an Account"  
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage. Community Lookup Key: xxx
3. Follow the instructions on your screen to finish your registration.

### How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7OmikrD68>

## Reading Schedule

\*Subject to modification

Date	Topic
Week 1	Introduction to AI and its Role in Communication and Collaboration

Date	Topic
Week 2	AI Tools and Applications in Social Media
Week 3	Enhancing Creativity and Productivity with AI
Week 4	AI for Decision-making and Problem-solving in Communication
Week 5	Ethical and Social Implications of AI in Communication
Week 6	Addressing Privacy, Security, and Bias in AI-enhanced Communication
Week 7	Human-Centered Design and the Future of AI in Communication

## Course Policies

### ABOUT YOUR INSTRUCTOR

You can learn more about me at my website, [jjsylvia.com](http://jjsylvia.com), or through my [Curriculum Vitae](#). My academic interests include big data, posthumanism, drones, critical making, cyborgs, surveillance, philosophy and blockchains/cryptocurrency. Some of my non-academic interests include 3D printing, Stephen King novels, Buffy the Vampire Slayer, hiking, geocaching, motorcycles, and traveling.

### COVID-19 POLICY

It is important that we acknowledge that this course is occurring in the midst of a historical global pandemic, in which the United States is experiencing significant disruption. Additionally, the effects of this pandemic are experienced disproportionately by Black, Indigenous, and People of Color. In light of these circumstances, I ask us all to commit to:

- Support and recognize each other as humans, who are dealing with difficult circumstances the best we can
- Prioritize simple solutions that make sense for most community members
- Prioritize sharing resources and clear communication
- Foster intellectual nourishment, social connection, and personal accommodation
- Recognize that everybody needs support and understanding in this moment

### ATTENDANCE POLICY

Absences are not recorded or tracked for this online graduate course. The expectation is that you will actively keep up with the required readings, participate in discussion boards, and submit assignments on time. If any situation arises that prevents you from doing these things, you should immediately contact the instructor.

### DIVERSITY STATEMENT

Your experience in this course is important to me. Although we are all together in the same classroom, we each have a unique path that has brought us together. These paths include, but are not limited to our experiences of race, gender identity, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability and they impact the ways that we think, learn, and collaborate with others. I believe that we all learn best when we affirm these differences amongst one another and learn from the

diverse views and experiences of those around us. For this reason, I promote an inclusive classroom environment that entails a commitment to:

- Including scholarship from authors of diverse backgrounds.
- Using a variety of teaching methods and assessments to meet the needs of all students.
- Creating a supportive discussion environment within the classroom which affords students a space to safely express divergent experiences, perspectives, and values.
- Being mindful of the way language is used in the classroom, for example, by asking about and using preferred gender pronouns.
- Being open to listening to and learning from students' experiences and needs.

Further, I ask that you, as a student, make the following commitments:

- Willingness to hear and attempt to understand experiences, perspectives, and values that are different from your own.
- Willingness to reflect on your own beliefs, experiences, and values.
- Respect the physical and mental health of other students, especially in context of class and small group discussions.

#### **MANDATORY REPORTER**

Fitchburg State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment. Please be aware all FSU faculty members are "mandatory reporters," which means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I am legally required to share that information with the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, FSU has staff members trained to support you. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit <http://fitchburgstate.edu/titleix> to access information about university support and resources.

#### **PHYSICAL AND MENTAL HEALTH**

##### [Health Services](#)

Hours: Monday-Friday 8:30AM-5PM

Location: Ground Level of Russell Towers (across from the entrance of Holmes Dining Hall)

Phone: (978) 665-3643/3894

##### [Counseling Services](#)

The Counseling Services Office offers a range of services including individual, couples and group counseling, crisis intervention, psychoeducational programming, outreach workshops, and community referrals. Counseling services are confidential and are offered at no charge to all enrolled students. Staff at Counseling Services are also available for consultation to faculty, staff and students. Counseling Services is located in the Hammond, 3rd Floor, Room 317.

##### [Fitchburg Anti-Violence Education \(FAVE\)](#)

FAVE collaborates with a number of community partners (e.g., YWCA Domestic Violence Services, Pathways for Change) to meet our training needs and to link survivors with community based resources. This site also features [resources](#) for help or information about dating violence, domestic violence, sexual assault and stalking. If you or someone you know is in an abusive relationship or has been a victim of sexual assault, there are many places to go for help. Many can be accessed 24 hours a day, seven days a week, 365 days a year. On campus, free and confidential support is provided at both Counseling Services and Health Services.

##### *Community Food Pantry*



Food insecurity is a growing issue and it certainly can affect student learning. The ability to have access to nutritious food is incredibly vital. The Falcon Bazaar, located in Hammond G 15, is stocked with food, basic necessities, and can provide meal swipes to support all Fitchburg State students experiencing food insecurity for a day or a semester.

The university continues to partner with Our Father's House to support student needs and access to food and services. All Fitchburg State University students are welcome at the Our Father's House Community Food Pantry. This Pantry is located at the Faith Christian Church at 40 Boutelle St., Fitchburg, MA and is open from 5-7pm. Each "household" may shop for nutritious food once per month by presenting a valid FSU ID.

### ACADEMIC INTEGRITY

The University "Academic Integrity" policy can be found online at <http://www.fitchburgstate.edu/offices-services-directory/office-of-student-conduct-mediation-education/academic-integrity/>. Students are expected to do their own work. Plagiarism and cheating are inexcusable. Any instance of plagiarism or cheating will automatically result in a zero on the assignment and may be reported to the Office of Student and Academic Life at the discretion of the instructor.

Plagiarism includes, but is not limited to:

- Using papers or work from another class.
- Using another student's paper or work from any class.
- Copying work or a paper from the Internet.
- The egregious lack of citing sources or documenting research.

*If you're not clear on what is or is not plagiarism, ASK. The BEST case scenario if caught is a zero on that assignment, and ignorance of what does or does not count is not an excuse. That being said, I'm a strong supporter of Fair Use doctrine. Just attribute what you use--and, again, ASK if there's any doubt.*

### AMERICANS WITH DISABILITIES ACT (ADA)

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please inform the faculty member as soon as possible.

### INCOMPLETE AND LATE ASSIGNMENTS

If you are not able to complete your work, please make every effort to contact your instructor **before the due date**. I am willing to make accommodations where necessary, but will assign a 0 if work is not submitted and we do not make other arrangements.

### TECHNOLOGY EXCUSE STATEMENT

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time. These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

- Plan ahead: A deadline is the last minute to turn in material. You can start—and finish—early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.
- Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.



- Make regular backups of files in a different location: Between Box, Google Drive, Dropbox, and iCloud, you have ample places to store and backup your materials. Use them.
- Save drafts: When editing, set aside the original and work with a copy.
- Practice safe computing: On your personal devices, install and use software to control viruses and malware.

**GRADING POLICY**

Grading for the course will follow the FSU grading policy below:

4.0	95-100
3.7	92-94
3.5	89-91
3.3	86-88
3.0	83-85
2.7	80-82
2.5	77-79
2.3	74-76
2.0	71-73
0.0	< 70

**STUDENT RESOURCES**

Writing Center: <http://www.fitchburgstate.edu/offices-services-directory/tutor-center/writing-help/>

Academic Policies: <http://catalog.fitchburgstate.edu/content.php?catoid=13&navoid=851>

Disability Services: <http://www.fitchburgstate.edu/offices-services-directory/disability-services/>

Fitchburg State Alert system for emergencies, snow closures/delays, and faculty absences: <https://www.getrave.com/login/fitchburgstate/>

University Career Services: <http://www.fitchburgstate.edu/offices-services-directory/career-counseling-and-advising/career-services/>

**REFERENCES**

**Header image:**

Adobe Stock Image

**Keep Calm Image:**

<http://writingaboutliterature.web.unc.edu/about/course-policies/>