

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>4/21/2025</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix Number	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course	Course Title	
Credits (See Definition of a Credit Hour) Effective Date (TERM & YEAR)	Grading (Select One Option) Regular Sat/UnSat	Course Description (Syllabus must be attached; see Template and Guidelines)		
Prerequisites, with minimum grade*		Corequisites	Registration Controls (Major, College, Level)	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .		
Minimum qualifications to teach course				
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		
Approved by Department Chair <u>Hai Kalva</u> College Curriculum Chair <u>Galan Liu</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>4/9/2025</u> <u>4/10/25</u> <u>4/11/25</u> <u>4/21/2025</u> <u>4/21/2025</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

Course Number: CAI 4223
Introduction to Large Language Models
Date: TBD
Building: Room: TBD
3 Credit(s)

Instructor Information

Dingding Wang
Email: wangd@fau.edu
Office:
Office Hours:
Phone:

TA Name:
Office:
Office Hours:
Telephone: Email:

Course Description

This course introduces the fundamental concepts underlying Large Language Models (LLMs). It starts with an introduction to the various problems in NLP, and discusses how to approach the problem of language modeling using deep learning. It describes the architectural intricacies of Transformers and the pre-training objectives of the different Transformer-based models. It also discusses the recent advances in LLM research, including LLM alignment, prompting, parameter-efficient adaptation, hallucination, bias and ethical considerations. This course prepares a student to comprehend, critique and approach various research problems on LLMs.

Prerequisites

COP3530C OR COP3410C - Data Structure and Algorithms(C OR Python Language)
CAP4770 - Introduction to Data Mining and Machine Learning

Corequisites

Instructional Method

In-Person

Required Texts/Materials

Textbook: None; Instructor uses multiple reference book and sources

References:

- Tanmoy Chakraborty, Introduction to Large Language Models, Wiley India, 1st Edition, 2025. ISBN : 9789363864740
- Dan Jurafsky and James H. Martin, Speech and Language Processing, 2nd edition, Pearson Press, 2008.
- Jacob Eisenstein, Natural Language Processing, First edition, The MIT Press, 2019.
- Research papers published in conferences/journals like Association for Computational Linguistics (ACL), Empirical Methods in Natural Language Processing (EMNLP), North American Chapter of the Association for Computational Linguistics (NAACL), Association for the Advancement of Artificial Intelligence (AAAI), International Joint Conference on Artificial Intelligence (IJCAI), Neural Information Processing Systems (NeurIPS), International Conference on Learning Representations (ICLR), Transactions of the Association for Computational Linguistics (TACL).

Course Objectives/Student Learning Outcomes

Course objectives	This course will provide students with both theory and applications of Information Retrieval. Students will gain basic to advanced knowledge and hands-on experience.
Student learning outcomes & relationship to ABET 1-7 outcomes	<p>1. An Ability to identify, formulate, and solve complex computing/engineering problems by applying principles of computing, engineering, science, and mathematics.</p> <p>6. An ability to apply engineering/computer science theory and hardware/software development fundamentals to develop and conduct appropriate experimentation, analyze and interpret data, and use computing/engineering judgment produce engineering/computing-based solutions/conclusions.</p> <p>7. An ability to recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge</p>

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn.

Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Your grade in the class will be broken into the following components:

- **Course Project:** 25%
- **Assignments:** 75%

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal

obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%

C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
Letter Grade	Letter Grade
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late submissions will not be accepted or graded.

No makeup exams will be offered.

Throughout the semester, multiple homework assignments will be posted via Canvas. For each homework assignment, you will have about a week to complete and submit your solution via Canvas. Allow enough time to submit your work since once the system is closed there will not be other possibilities to submit (don't send your work via email). Please note that the due date for homework assignments will not be updated after the assignment is posted.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic

exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

Course Introduction
Introduction to NLP and Statistical Language Models
Introduction to Deep Learning
Word Representation
Neural Language Models
Sequence-to-Sequence Models
Introduction to Transformers
Transfer Learning: BERT, GPT, HuggingFace
Recent Popular Models