

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>12/01/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department LLCL College Arts & Letters (To obtain a course number, contact erudolph@fau.edu)		
Prefix LIN Number 4609	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title Introduction to AI for Language Education: History, Ethics, and Applications
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Template and Guidelines) This course introduces the intersection of AI and language education, designed for undergraduates with no prior background in AI. It provides foundational knowledge and practical skills to use AI in education. Through a mix of theory and hands-on applications, students will explore the historical development of AI, key ethical considerations, and its impact on language teaching and learning. The course highlights tools such as ChatGPT, examining their capabilities and limitations across K–12 and higher education. Students will also consider the evolving role of AI in classrooms and how educators can prepare for trends in this changing field.	
Effective Date (TERM & YEAR) Fall 2026			
Prerequisites, with minimum grade* N/A	Corequisites N/A	Registration Controls (Major, College, Level) None	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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) None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course M.A. or Ph.D. in Linguistics			
Faculty Contact/Email/Phone Geraldine Blattner / gblattne@fau.edu		List/Attach comments from departments affected by new course College of Education	
Approved by Department Chair <u>Eric Berlatsky</u> College Curriculum Chair <u>ROBIN LARSON</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date November 7, 2025 <u>11/18/2025</u> <u>11/21/2025</u> <u>12/01/25</u> <u>12/01/25</u> _____ _____

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

LIN 4609: INTRODUCTION TO AI FOR LANGUAGE EDUCATION: HISTORY, ETHICS, AND APPLICATIONS

Language, Linguistics, and Comparative
Literature Fall 2026

3 Credit Hours

Instructor: Dr. Geraldine Blattner

Office Location: Virtual/ CU232E

Office Hours: Mondays 2 - 4 pm

Email: gblattne@fau.edu

COURSE DESCRIPTION

This course introduces to the intersection of AI and language education, designed for undergraduates with no prior background in AI. It provides foundational knowledge and practical skills to use AI in education. Through a mix of theory and hands-on applications, students will explore the historical development of AI, key ethical considerations, and its impact on language teaching and learning. The course highlights tools such as ChatGPT, examining their capabilities and limitations across K–12 and higher education. Students will also consider the evolving role of AI in classrooms and how educators can prepare for trends in this changing field.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to: List the course objectives developed with your instructional designer or set by your department here.

1. Explain the historical development of AI in education. (CO:1)
2. Describe the ethical considerations surrounding the use of AI in language education. (CO:2)
3. Evaluate the effectiveness of AI tools in enhancing foreign language learning. (CO:3)
4. Apply responsible AI integration in language teaching. (CO:4)
5. Develop activities that can be integrated into foreign language courses K-12 and in higher education. (CO:5)
6. Assess the impact of student use of AI tools on language learning. (CO:6)
7. Predict future applications of emerging AI trends in language education. (CO:7)

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, EST, and ends on Sunday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has 3 credit hours. 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.

REQUIRED TEXTS & MATERIALS

Required Texts/Materials

Your required textbook(s) include:

- Bowen, J. A., & Watson, C. E. (2024). Teaching with AI: A practical guide to a new era of human learning. Johns Hopkins University Press. ISBN: 9781421449227.
- Additional articles will be posted on Canvas.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone

- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.

- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

GRADING CRITERIA

Student Introduction and Syllabus & Course Agreement (Extra Credit)

You will post an introduction in the student introduction discussion board (and reply to at least two others' posts) and complete a syllabus and course agreement.

2 Critical Review: Abstract and Response Presentations (10 %)

Analyze articles investigating an AI tool for language learning.

2 Critical Review of AI Tools (20%)

Students will develop two foreign language research activities/ usage using two different AI tools (e.g., ChatGPT, Research Rabbit, Explainpaper, Claude (Anthropic) Otter.ai, AudioPen, LMSNote). The projects must be designed to support Research in your field and Second Language Acquisition (SLA) principles and effectively engage learners. The final products should include the original AI-generated material, a clear explanation of their pedagogical value, and an evaluation of AI's role in the process. Both review will be done in a presentation posted on Canvas for your peers to see and comment on in a discussion post following this project.

2 Proposal Activities (20%)

Develop proposals for an ethical and effective AI-enhanced activity for research purpose and for a language course (2 different tools that you did NOT reviewed in the previous assignment!)

7 Quizzes (30%)

Research and AI implementation in a specific language learning context.

6 Discussion Boards (15%)

Students will answer the discussion questions in 150-300 words and read and reply to at least 2 classmates

The instructor will calculate your grade based on the following weighted distribution:

Assessment	Percentage (%)
Extra Credit <ul style="list-style-type: none">• Student Introduction• Syllabus & Course Agreement Quiz	0%
2 Critical Review: Abstract and Response Presentations	10%

<ul style="list-style-type: none"> Worth up to 5% of the final grade each. 	
2 Critical Review of AI Tools <ul style="list-style-type: none"> Research Assistant tools - worth up to 10% each. Teaching Assistant tools - worth up to 10% each. 	20%
2 Proposal Activities <ul style="list-style-type: none"> Research activity 10% of the final grade Language learning activity 10% of the final grade 	20%
7 Quizzes <ul style="list-style-type: none"> The assignments within this group vary in point values and will count differently toward the final grade. 	30%
6 Discussion Boards <ul style="list-style-type: none"> Worth up to 2.5 % each. 	20%
TOTAL:	100%

GRADE SCALE

Grade	Percentage (%)
A	93 – 100%
A-	90 – 92%
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%
F	0 – 59%

LATE ASSIGNMENTS POLICY

Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is 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 to 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](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization

from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course emails and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except on weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Service \(CAPS\)](#)
- [FAU Libraries](#)

- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

CAPS STATEMENT

Life as a university student can be challenging mentally, emotionally, and physically. 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 to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

FACULTY RIGHTS & 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*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880 / Fax: (561) 297-2184, TTY: 711

- **Davie:** (954) 236-1222 / Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

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.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with 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. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY-APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

TOPICAL OUTLINE

Module 1: 1. Introduction and History of AI (Covering 3 weeks)

Quiz 1: The Brief History of Artificial Intelligence (at the end of week 1)

Quiz 2: Professor Mollick at Wharton U of Penn (at the end of week 3)

Quiz 3: Bowen & Watson Part 1 Thinking with AI (at the end of week 3)

Discussion 1 (week 3)

Module 2: 2. Ethical Concerns: Data Privacy & Biases - Energy Consumption (Covering 2 weeks)

Quiz 4: AI Energy Consumption and Environmental Impact (Week 4)

Discussion 2 (at the end of week 4)

Quiz 5: Navigating Ethical Implications of AI in Education (Week 5)

Module 3: 3. AI in Foreign Language Education (Covering 3 weeks)

Quiz 6: Watson & Bowen Part 2 Teaching with AI (Week 6)

Discussion 3 (week 8)

A & R Oral Presentations (Week 7 or 8)

Module 4: 4. Application and Practice (Covering 6 weeks)

Quiz 7: Watson & Bowen Part 3 Teaching with AI (Week 9)

Research Assistant AI Tools: Oral presentation (Week 10)

Teaching Assistant AI Tools: Oral presentation (Week 11)

Discussion 4 (week 12)

AI Tools Activity for Research Purposes: Oral Presentation (Week 13)

AI Tools Activity (SLA): Oral Presentation (week 13)

Discussion 5 (week 14)

Module 5: 5. Future Directions (Covering 1 week)

Discussion 6 (week 15)

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The instructor reserves the right to adjust this Syllabus at any time.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.