COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department

College

Current Course Prefix and Number	*Current* Course Title

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

    From: **To:**

Change course number

    From: **To:**

Change credits*

    From: **To:**

Change grading

    From: **To:**

Change WAC/Gordon Rule status**

    Add   **Remove**

Change General Education Requirements***

    Add   **Remove**

 *See Definition of a Credit Hour.
 **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone

Approved by		*Date*
Department Chair	*Eric Berlatsky*	10/08/2025
College Curriculum Chair	Robin Larson	10/20/2025
College Dean		10/20/2025
UUPC Chair	*Korey Sorge*	11-03-25
Undergraduate Studies Dean	*Dan Meeroff*	11-03-25
UFS President		
Provost		

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

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FLORIDA ATLANTIC UNIVERSITY

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LIN 4930-001 15532
AI in Foreign Language Ed.
3 Credit(s)
Fall 2025 - 1 Full Term

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Instructor Information

Geraldine Blattner
Email: gblattne@fau.edu
Office: CU 232E
Office Hours: Mondays 1-3pm and by appointment
Phone: (561) 297-2679

Course Description

Special Topics
~~Prerequisite: LIN 3010 or permission of instructor~~
Intensive study of special topics in linguistics. Since content will vary, course may be repeated for credit.
Variable title

Honors Special Topics in Linguistics (Honors College [HC] version)
Intensive study of special topics in linguistics. Since content will vary, course may be repeated for credit.
Variable title

This course explores the intersection of artificial intelligence and language education, equipping educators and students with the knowledge and skills to leverage AI tools effectively. Through a combination of theoretical frameworks and practical applications, participants will examine the historical development of AI, ethical considerations, and the impact of AI-driven technologies on language teaching and learning. By investigating the capabilities and limitations of AI tools (Chat GPT,

Claude, Otter.ai, NotebookLM, Briskteaching, Magicschool, Diffit, Research Rabbit, Explainpaper etc…) education across K-12 and higher education settings. This course also addresses the evolving role of AI in the classroom, offering insights into how students use AI and preparing educators for emerging trends in this rapidly changing field.

Prerequisites/Corequisites

Prerequisite(s): One of the following:

- LIN 3010 Graduate / Undergraduate (Minimum Grade of D-)
- TRNS (Minimum Grade of 0001)

Instructional Method

Fully Online Class
100% of the course is delivered online.

Required Texts/Materials

Teaching with AI : A Practical Guide to a New Era of Human Learning
ISBN: 9781421449234
Authors: Bowen, J. A., & Watson, C. E
Publisher: Johns Hopkins University Press
Publication Date: 2024

Various articles that will be available on Canvas

Teaching with AI
ISBN: 9781421449227
Publisher: Johns Hopkins University Press

Teaching with AI : A Practical Guide to a New Era of Human Learning
ISBN: 9781421449234
Publisher: Johns Hopkins University Press

Teaching with AI
ISBN: 9781421449227
Publisher: Johns Hopkins University Press

Course Objectives/Student Learning Outcomes

1. Understand the historical development of AI and its relevance to education.

2. Analyze the ethical considerations surrounding the use of AI in language education.

3. Evaluate the effectiveness of AI tools in enhancing foreign language learning.

4. Strategies for integrating AI responsibly into language teaching practices.

5. Develop activities that can be integrated into foreign language courses K-12 and in higher education.

6. Investigate how students use AI tools in language learning and assess their impact on engagement and outcomes.

7. Explore emerging AI trends in language education and predict their potential future applications in teaching and learning.

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

1. 6 Discussion posts (**15%**)

(answer the following questions in 150-200 words and please read and reply to at least 2 classmates)

2. 7 Quizzes (**30%**)

   Research and AI implementation in a specific language learning context.

3. 2 Critical Review: Abstract and Response presentations (**10%**)

   Analyze articles investigating an AI tool for language learning.

4. 2 Activities (**20%**): Develop proposals for an ethical and effective AI-enhanced language course with 2 different tools.

5. 1 Presentation of an activity on an AI tool of your choice (**5%)**: (Live or recorded presentation TBD)

6. 2 Critical Review of AI tools (20%):

   1. A. Research Assistant tools (10%) (Research Rabbit, Explain Paper, Quivr, ChatPDF, Hamata, Keenious, ReadCube

   2. B. Teaching Assistant tools (10%) (ChatGPT, Brisk, Magicschool, Diffit, LMnote, Claude, Otterai,

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	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%

Letter Grade	Percentage
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

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

No late work will be accepted unless:

1. you encounter an issue that will prevent you from completing your work on time please contact me **BEFORE** the due date!

2. If you are sick, please contact me **BEFORE** the assignment is due and send a medical excuse, so we can find a new due date for an assignment.

3. If you are an FAU athlete (please send an excuse **in advance**)

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.

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**

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
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at **www.fau.edu/ctl**.

Course Topical Outline

Module 1: What is AI? A Brief History

Module 2: Ethical concerns (Data Privacy and Bias in AI Systems & Energy consumption)

Module 3: AI in Foreign Language Education (Teaching with AI & to be AI ready)

Module 4: Applications & Practice (Personalizing Language Learning with AI)

Module 5: Future directions

Course Topical Outline

Due	Assignment	Type	Description	Points
08/29/2025	Module 1		Introduction and History of AI	N/A
08/22/2025	Quiz 1		Introduction and History of AI	100
08/22/2025	Quiz 2		Introduction and History of AI	100
08/29/2025	Quiz 3		Introduction and History of AI	100
08/29/2025	Discussion 1		Introduction and History of AI	100
09/19/2025	Module 2		Ethical Concerns	N/A
9/12/2025	Quiz 4		Ethical Concerns	100
9/12/2025	Discussion 2		Ethical Concerns	100
09/19/2025	Quiz 5		Ethical Concerns	100
09/26/2025	Quiz 6		AI in FL Education	100
11/14/2025	Discussion 4		Application & Practices	100
10/10/2025	Module 3		AI in FL Education	N/A
10/03/2025	A&R presentation 1		AI in FL Education	100
10/10/2025	A&R presentation 2		AI in FL Education	100
10/10/2025	AI tool review		AI in FL Education	100
11/21/2025	Module 4		Application & Practices	N/A
10/17/2025	Quiz 7		Application & Practices	100

Due	Assignment	Type	Description	Points
10/24/2025	AI tool activity #1		Application & Practices	100
10/31/2025	AI tools activities #2		Application & Practices	TBD
11/21/2025	Discussion 5		Application & Practices	100
11/25/2025	Module 5		Future Directions	N/A
11/25/2025	Discussion 6		Future Directions	100

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Articles to choose from for various assignments

Articles pdf available in Canvas:

1. Karataş, F., Abedi, F. Y., Gunyel, F. O., Karadeniz, D., & Kuzgun, Y. (2024). Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners. Education and Information Technologies.

2. Chukhno, O. A. (2024). Teachers' and learners' perspectives on the use of generative AI in foreign language education. Науково-методичне забезпечення проблем навчання, виховання і розвитку учнів у закладах дошкільної, початкової та середньої освіти, 73, 53–60.

3. Al-Amin, M., Ali, M. S., Salam, A., Khan, A., Ali, A., Ullah, A., ... & Chowdhury, S. K. (2024). History of generative artificial intelligence chatbots: Past, present, and future development. Journal of AI Research and Practice. Retrieved from the uploaded file(AI_past_present_future_…).

4. Luckin, R., Cukurova, M., Kent, C., & du Boulay, B. (2022). Empowering educators to be AI-ready. Computers and Education: Artificial Intelligence, 3, 100076.

5. Ray, P. P. (2023). ChatGPT: A comprehensive review on background, applications, key challenges, bias, ethics, limitations and future scope. Internet of Things and Cyber-Physical Systems, 3, 121–154. https://doi.org/10.1016/j.iotcps.2023.04.003

6. Cohen, S., Mompelat, L., Mann, A., & Connors, L. (2024). The linguistic leap: Understanding, evaluating, and integrating AI in language education. Journal of Language Teaching, 4(2), 23-31.

7. Swartz, M., & McElroy, K. (2023). The "Academicon": AI and surveillance in higher education. Surveillance & Society, 21(3), 276–281.

For A&R presentations:

ITALIAN:

Balò, R. (2023). L'Intelligenza Artificiale per l'apprendimento dell'italiano L2/LS: una sperimentazione didattica. Status Quaestionis, 23, 123-140. https://rosa.uniroma1.it/rosa03/status_quaestionis/article/view/18792

Cicero, Francesco. (2023). L'ITALIANO DELLE INTELLIGENZE ARTIFICIALI GENERATIVE. Italiano LinguaDue. 15. 733-761. 10.54103/2037-3597/21990. Guarda L'ITALIANO DELLE INTELLIGENZE ARTIFICIALI GENERATIVE

1. https://sanoma.it/articolo/folionet/intelligenza-artificiale-nuova-alleata
2. ChatGPT e insegnamento dell'italiano a stranieri come L2/Ls

ESL:

Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024.). AI and English language teaching: Affordances and challenges. British journal of educational technology, 55(6), 2503-2529. https://bera-journals.onlinelibrary.wiley.com/doi/10.1111/bjet.13460

Lee, B. J. (2024). Special issue on AI technology in language education. Technology in Language Teaching & Learning, 6(3). https://www.castledown.com/journals/tltl/issue/view/tltl-6-3

Stockwell, G. (2024). Special issue on language teaching and learning with ChatGPT. Technology in Language Teaching & Learning, 6(1), Article 1. https://www.castledown.com/journals/tltl/issue/view/tltl-6-1

Sienes, M. J. V., & Sarsale, J. C. S. (mai 2024). Revisiting AI in an English classroom. In Proceedings of the 20th International conference of the Asia Association of computer-assisted language learning (AsiaCALL 2023). Atlantis Highlights in Social Sciences, Education and Humanities, 37-51. https://www.atlantis-press.com/proceedings/asiacall-23/126000307

Song, C., & Song, Y. (décembre 2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. Frontiers in Psychology, 14. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1260843/full

Kazu, İ. Y., & Kuvvetli, M. (avril 2023). The influence of pronunciation education via artificial intelligence technology on vocabulary acquisition in learning English. International Journal of Psychology and Educational Studies, 10(2), 480-493. https://ijpes.com/index.php/ijpes/article/view/1044

Young, J. C., & Shishido, M. (2023). Investigating OpenAI's ChatGPT potentials in generating chatbot's dialogue for English as a foreign language learning. International Journal of Advanced Computer Science and Applications (IJACSA), 14(6). https://thesai.org/Publications/ViewPaper?Volume=14&Issue=6&Code=IJACSA&SerialNo=7

SPANISH:

Sanz Manzanedo, M. (2025). La IA en la enseñanza de idiomas: chatbots y formación del profesorado. Revista de Innovación Educativa, 8(2), 123-140. https://epsir.net/index.php/epsir/article/view/513/882

Muñoz-Basols, J., & Gutiérrez, M. F. (2023). Oportunidades de la inteligencia artificial (IA) en la enseñanza y el aprendizaje de lenguas. In La enseñanza del español mediada por tecnología : de la justicia social a la Inteligencia Artificial (IA), 343-365. https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9781003146391-18/oportunidades-de-la-inteligencia-artificial-ia-en-la-ense%C3%B1anza-el-aprendizaje-de-lenguas-javier-mu%C3%B1oz-basols-mara-fuertes-guti%C3%A9rrez?context=ubx

FRENCH:

Cellier, A., Duthoit, E., Cavalla, C., & Freund F. (dir.) (à paraître, janvier 2025). Intelligence artificielle et didactique des langues et des cultures. Apprentissage des langues et systèmes d'information et de communication (Alsic), 28(1). https://journals.openedition.org/alsic/6766

Bechiri, C. (juin 2024). Intégration de l'intelligence artificielle dans la classe de FLE : approches et pratiques pour l'amélioration de l'écrit à l'université de Skikda. Ziglôbitha, Revue des Arts, Linguistique, Littérature & Civilisations, 10(3). https://www.ziglobitha.org/wp-content/uploads/2024/06/10-Art.-Camelia-BECHIRI-pp.139-148.pdf

Kassabi, A., & Farssi, I. E. (juillet 2024). L'intégration de l'intelligence artificielle dans l'enseignement du français : Impact sur la production écrite des lycéens marocains. Journal des Sciences de l'Information et de la Communication, 1(2), 6-13. https://journals.imist.ma/index.php/JSIC/article/view/1440

Osawaru, O. O., & Unachukwu, C. C. (2024). Leveraging technology and artificial intelligence to revolutionize French language proficiency: A comprehensive framework for modern curriculum design. International Journal of Applied Research in Social Sciences, 6(12), 2903–2915. https://www.researchgate.net/publication/387191168_Leveraging_technology_and_artificial_intelligence_to_revolutionize_French_language_proficiency_A_comprehensive_framework_for_modern_curriculum_design

Special Topics (LIN 4930) 1-3 credits

Prerequisite: LIN 3010 or permission of instructor

Intensive study of special topics in linguistics, such as the history and dialectology of a language, experimental phonetics, and trends in morphology and syntax. Since content will vary, course may be repeated for credit.